Today's Education

The Journal of the National Education Association

1983-84 Annual Edition

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The 1983-84 Annual of the National Education Association

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'To elevate the character and advance the interests of the profession of teaching and to promote the cause of popular education in the United States.'

—The original 1857 credo of the National Education Association

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Staff Writers: Jane Power
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Editorial Assistant: Diane Dismuke

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Circulation Manager: Kenneth Butler, Jr.

Advertising Manager: Robert F. O'Connor

Art Director: Jane D'Alelio

Publisher: Robert E. Harman

Associate Publisher: Sam Pizzigati

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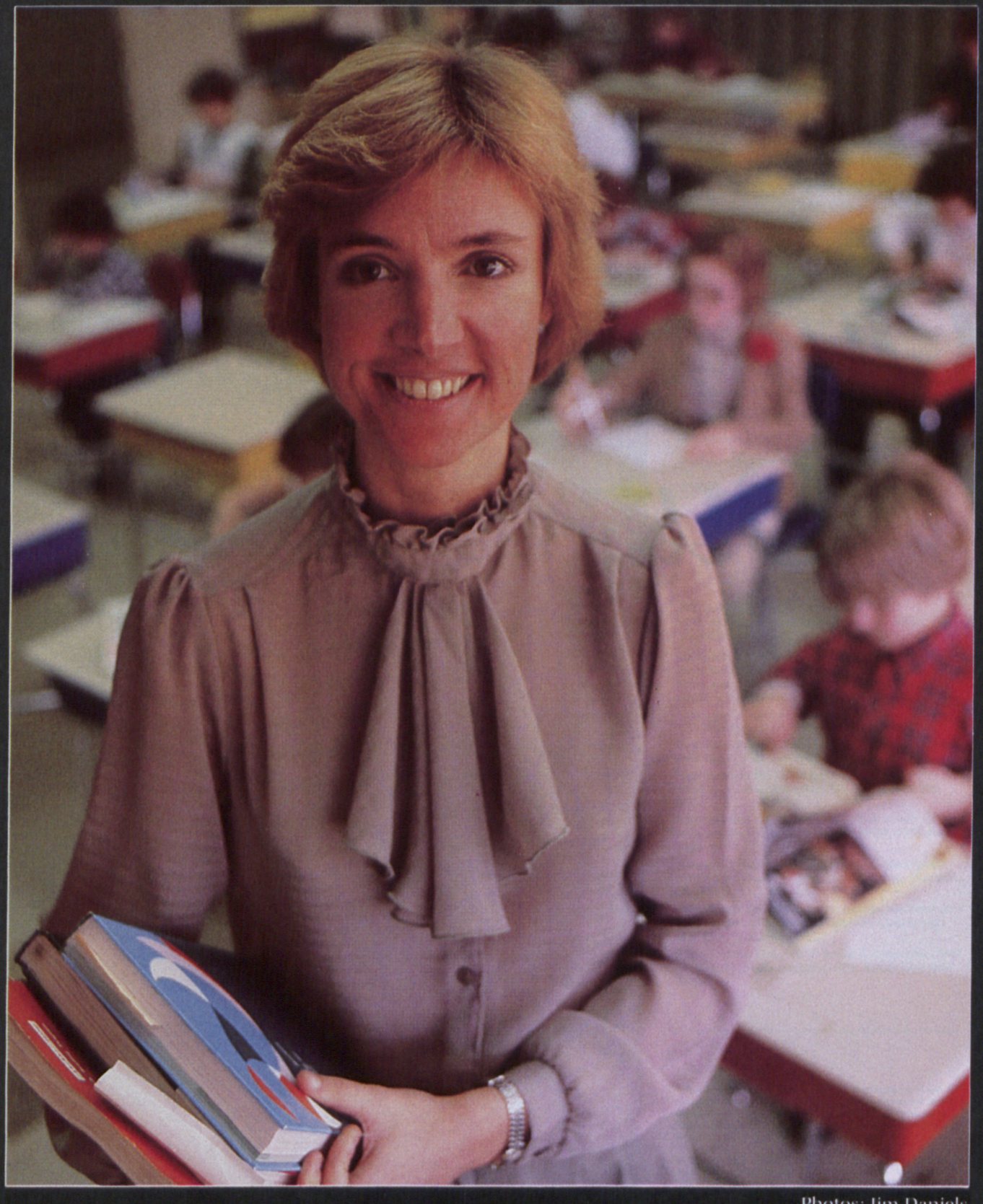
Our Profession, Our Pride



Photos: Jim Daniels

'It took me a few years of teaching to realize that you've got to leave time for yourself.'

Betsy Tulis
fourth grade teacher
E. H. Bennett School
Taunton, Massachusetts

I nearly quit teaching about three years ago. The passage of the Proposition 2½ tax cut in Massachusetts really jolted me. Valuable programs—programs we had worked years to develop and refine—were dismantled. Good teachers were RIFfed. I found it really difficult to watch the wreckage.

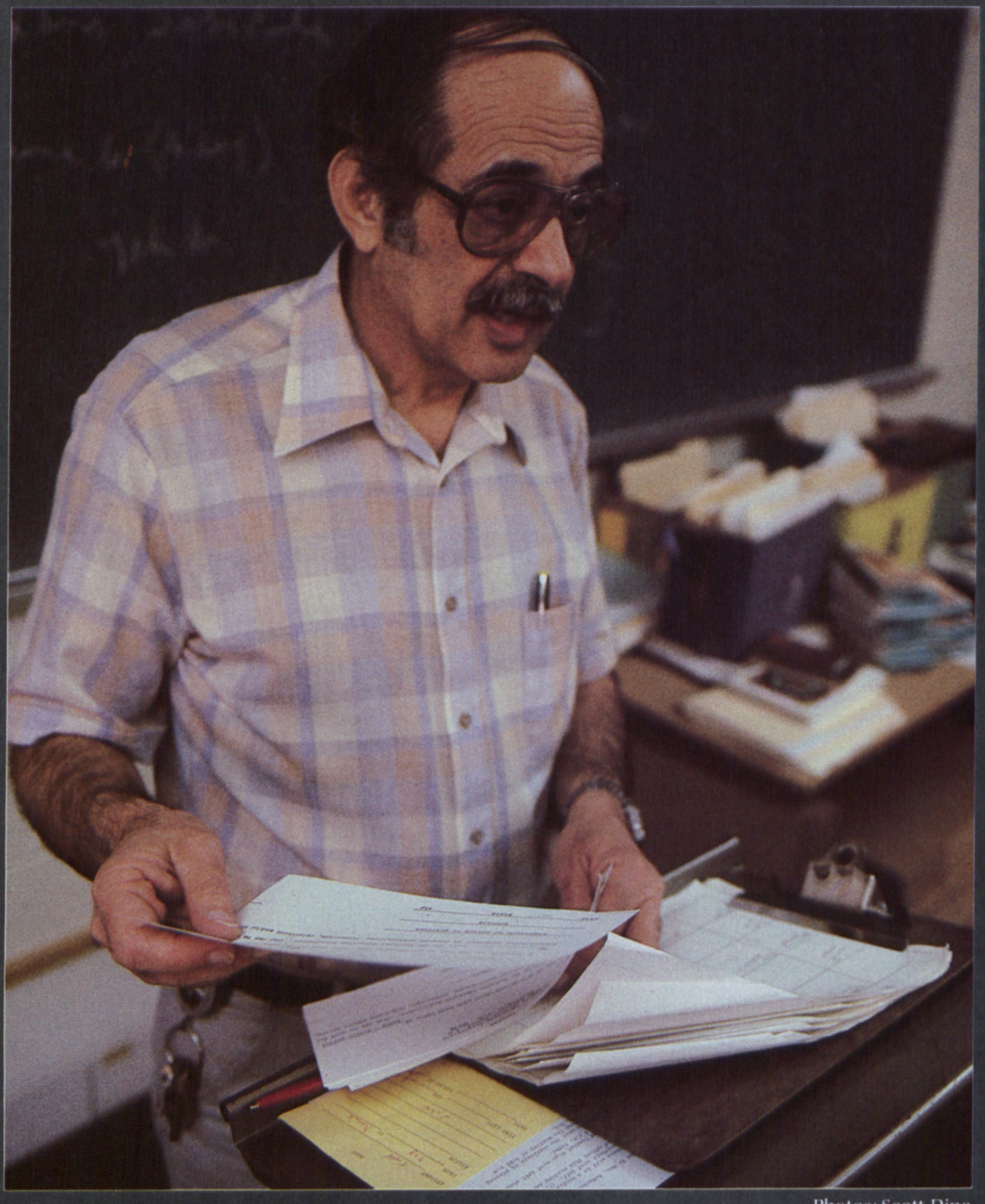
But when I thought about how tough life had become for teachers, I also thought about the kids. I especially remember looking at the students I'd have the next year. I really felt an obligation to them. It was the wrong time to abandon the ship.

The great thing about teaching—even if, as I have, you've taught the same grade in the same school for 13 years—is that every year there are those new faces and budding new personalities. New quirks, twists, challenges. It's as though every year is the first year all over again.

It took me a few years of teaching to realize that you've got to leave time for yourself. You owe yourself some attention, too.

That's why I teach aerobics and take painting classes. They re-energize me. And I'm convinced they make me a better teacher.

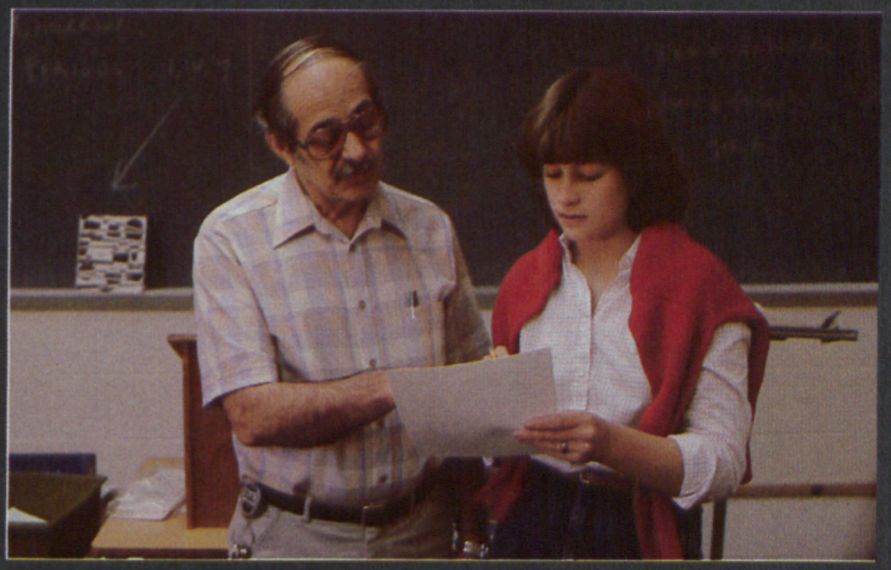
I guess I bring to my classes a "hidden curriculum." I cover the standard fourth grade material, but, more than anything else, I want my students to respect themselves and each other. That's a foundation they'll be able to rely on long after fourth grade is only a vague memory.



Photos: Scott Dine

'Watching my students develop an interest in a unit that I'm especially fond of is one of the greatest joys of teaching.'

Albert Hamra
ninth grade English teacher
Parkway Central Junior High School
Chesterfield, Missouri



Twenty-six years is a long time to spend in the classroom, and like everybody else, I have my "down" days—especially around the ides of March.

Kids find themselves going through the same thing. From March on, it's difficult for them to concentrate. That's why I make an effort to have an interesting, exciting unit at that time.

Teenagers get turned on by literature—if they can relate it to something current—and I love it, too.

My students' favorite is *Romeo and Juliet*—because of the teenage romance. They're always reading ahead of the assignment. Watching my students develop an interest in a unit that I'm fond of is one of the greatest joys of teaching.

I taught English and French at the senior high level for nine years, but I've found that ninth graders are fun to teach. They think of themselves as the "seniors" of junior high school. But they tend not to visit their former teachers as senior high students do, and I miss that.

My wife Betsy teaches 10th grade English at the high school. We're both department chairs, and we kid each other a lot. When I tell her how well I've prepared my students for her classes, she'll sometimes tell me, "Well, you didn't do such a good job with this one."

My son and his wife are also teachers. Being able to share my work with my family makes it all the more rewarding.

Photos: Gary McCoy

'If the kids aren't relaxed, they won't pull out all they know—or even know they know it.'

Kathleen Williams
social studies teacher
Meacham Middle School
Fort Worth, Texas

My school is in a neighborhood that's on the move. The students—or their forebears—come from everywhere—many from Mexico, a few even from Vietnam and Cambodia. We have Anglo and Black students, too.

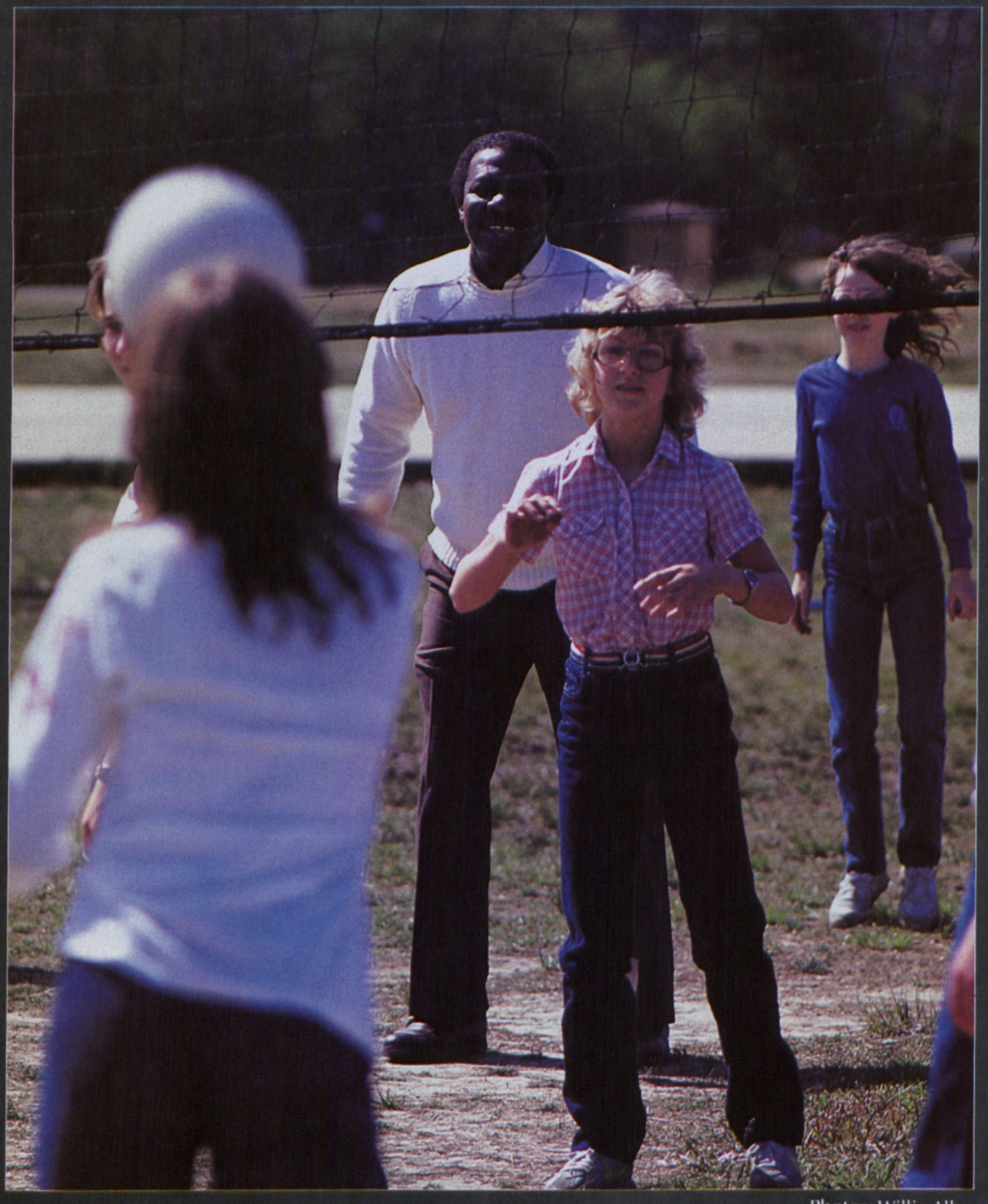
I've been here 16 years—I've never wanted to teach anywhere else—and recently I notice a new purposefulness in all students.

My teaching teammate and I believe in giving kids skills they can use today—map reading, writing, even math. They'll continue to learn history after they leave us, and we want them to know *how* to learn.

We also think social studies is *social*. Discussion should often be based on personal experience. So we use humor to make the kids feel comfortable in class. Otherwise, they won't pull out what they know—or even realize they know it.

I try to make the kids understand education the way I do: It's a miracle—you learn something and then you can go out and use it. Of course, some of them haven't clicked in on that yet!

Every year, when we study slavery, I read my students a quote from the ex-slave who said, "The day I learned to read and write was the day I became free."



Photos: Willie Allen

'I make it a point to know the parents of every student I teach.'

Felton Shaw
special education teacher
Swartz Elementary School
Monroe, Louisiana

I'm frequently asked why I continue to work in elementary special education. I wouldn't want to work anywhere else. I love the lower grades because I can see month-to-month progress.

I have only 20 students, and I make it a point to know the parents of every student I teach.

I call parents to give progress reports or to get help in dealing with a child's negative attitude. The parents are great friends to teachers. Every year they sponsor a Teacher Appreciation Week.

I don't have many discipline problems, but my students and I do disagree. We work out our differences with counseling and give-and-take, just as I do with my own four children.

I think I've improved a lot in my five-and-a-half years of teaching. As a new teacher, I expected every student to read and compute on grade level by the end of the year. What I didn't appreciate was that I set my goals too high. The main thing is that students progress at their own pace. When that happens, we're succeeding.

Photos: David Cornwell

'I want kids to see that even if they have a handicap, they can overcome it.'

Gloria Guerrero
math/science teacher
Risley Middle School
Pueblo, Colorado

I teach because I love education very much. My parents encouraged me—even though, as migrant workers who had to follow the crops, they had very little schooling themselves.

Because of my disability—from polio—I put all my efforts into learning, and I was successful. So I want kids to see that even if you have a handicap, you can overcome it.

I'm enthusiastic about science because it can help kids find their ecological niche—where they fit in with other living things and with society in general.

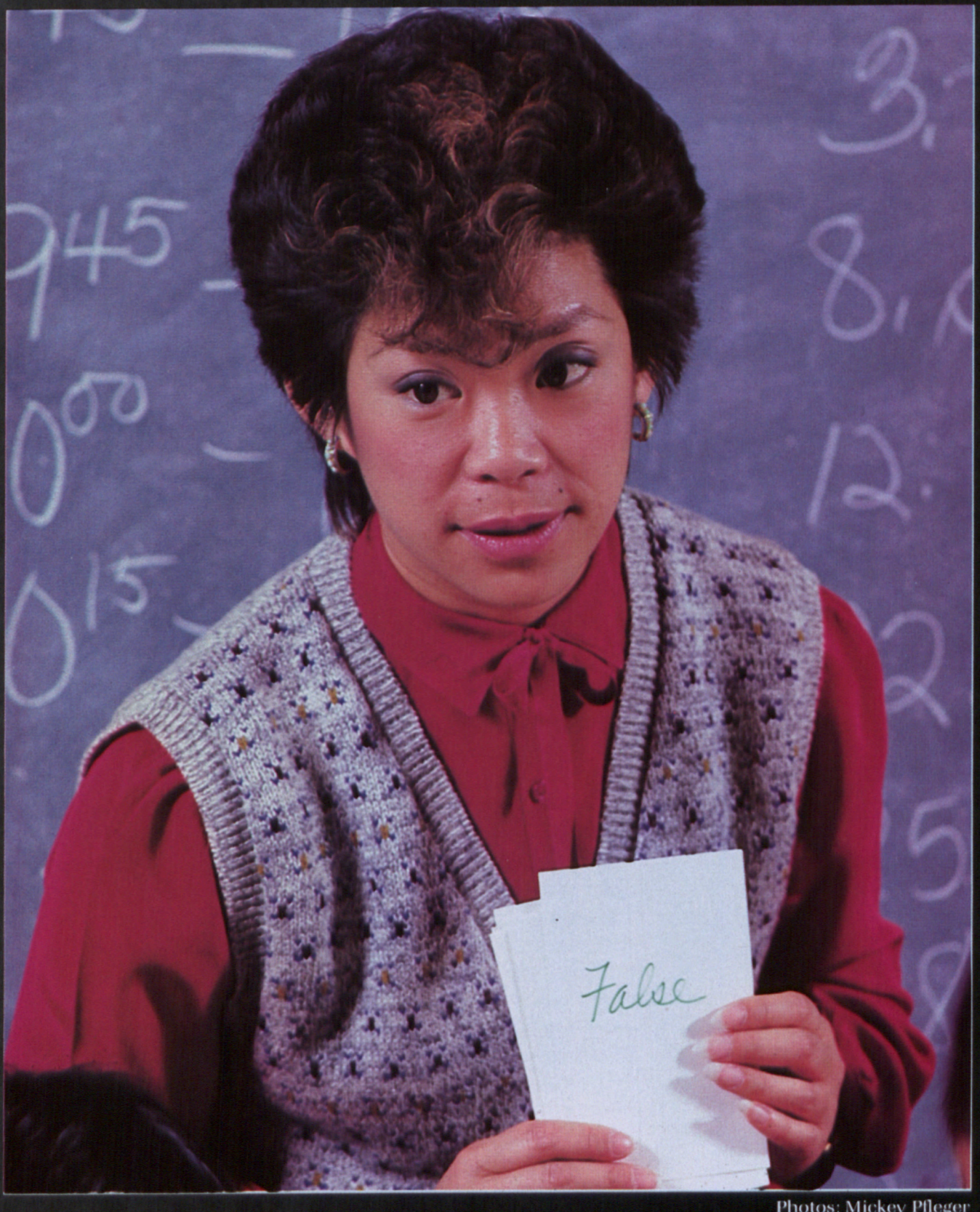
But, first, kids must have a good self-concept. Then they can become scientifically literate and reflect rationally on society's problems.

Of course, kids also need to learn about the job opportunities in math and science—the ones I've never taken advantage of!

Three years ago, I was forced to think "high-tech" for myself: as good a teacher as I knew I was, I was also young, so I was RIFfed.

It was the end of my world. I kept thinking about *my* classroom without me in it. But fortunately, after a year I got my job back.

This past spring, when I had to take a long medical leave, I felt the same reluctance to leave my students behind. Would my successor recognize "my gems" and polish them so they'd be successful in life? I don't think I'll ever lose that feeling.



Photos: Mickey Pfleger

'I often remind my student teachers that a task that seems too easy when you're 25 can be a real challenge when you're 5.'

Laureen Chew
assistant professor
departments of Asian American studies and elementary education
San Francisco State University

I feel strongly that respect is at the center of education.

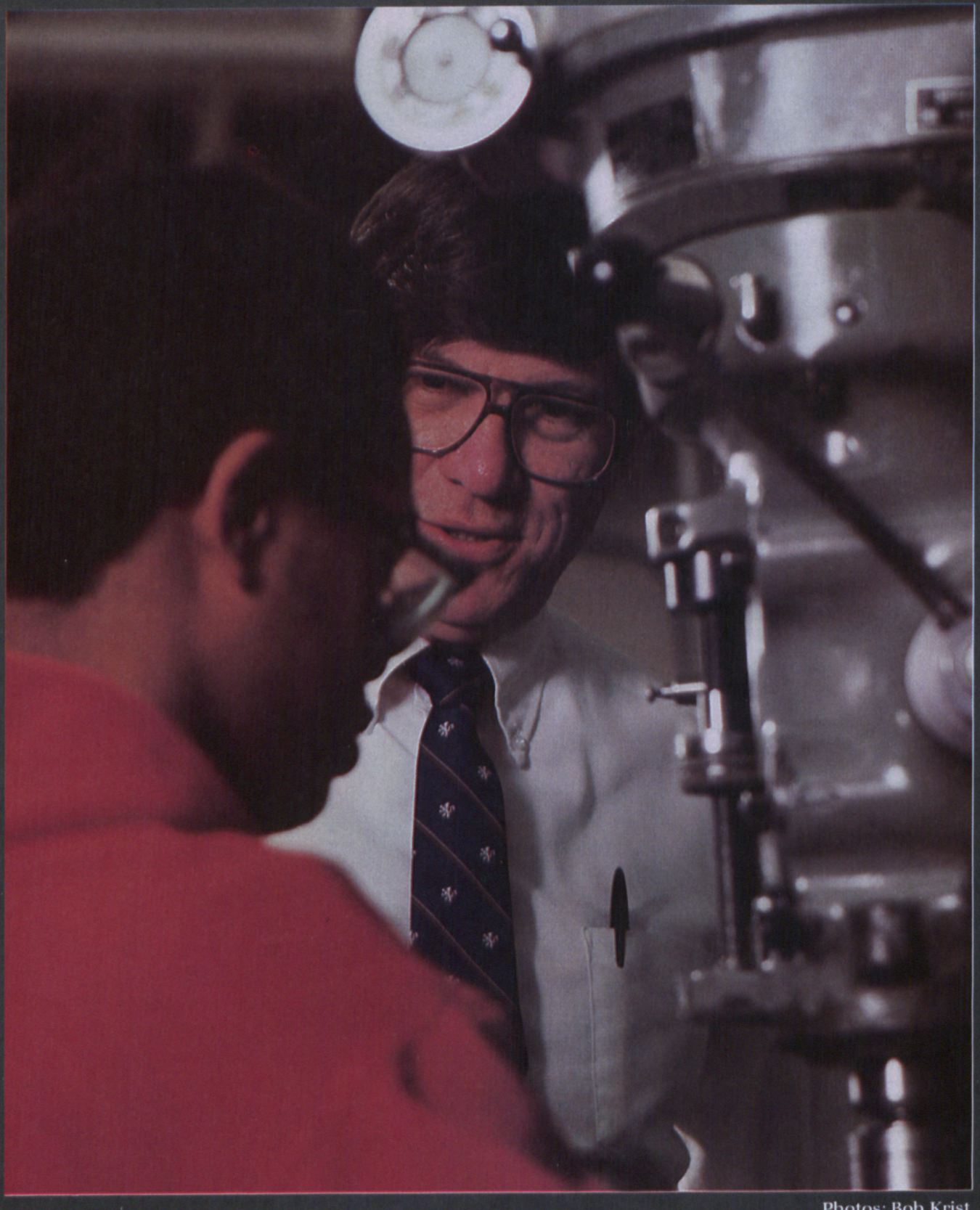
When I was teaching in a bilingual class in Chinatown, I noticed a pattern on the playground. An Anglo kid in our class who got mad at a Chinese kid just got mad. But sometimes an Anglo kid in one of the monolingual classes who got mad at a Chinese kid would start to mimic that child.

In our bilingual class, the Anglo and Black kids were trying to learn Chinese. That made the difference. And for the Chinese, it meant 20 minutes a day when they could study their own language in school and see other kids trying to speak it.

That kind of respect belongs all through education. I try to show it and to encourage my college students to show it. At the university, for example, I don't just tell my students, "Here, read this." I ask them whether the readings help them understand how to teach kids.

I have my students evaluate teaching materials from a child's point of view. Are they interesting? Are they too hard?

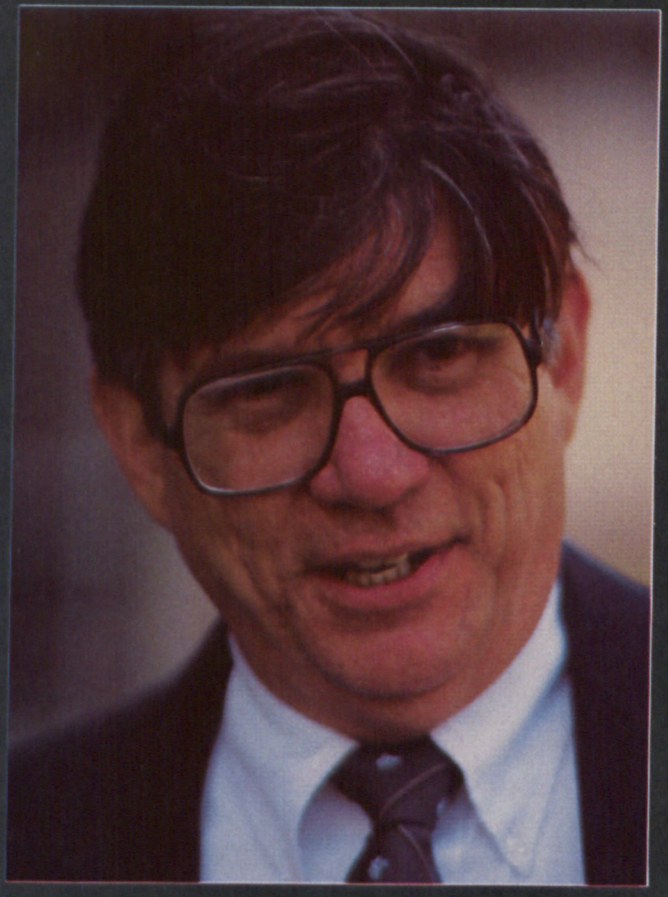
Often I have to remind the class that a task that seems too easy when you're 25 can be a real challenge when you're 5.



Photos: Bob Krist

'Vocational education's been a labor of love for me ever since I was 14.'

Tony Staninas
director of vocational education
Parsippany Hills High School
Parsippany Hills, New Jersey



In my 23 years as a vocational educator, I find the biggest misconception is that if you're not academically inclined, you'll be good with your hands. Hands can't manipulate unless the mind tells them what to do.

That's why I think we have to develop not only the manipulative skills but also what some call theory—specifically science and math.

I've found an opportunity to put my ideas into practice. I'm responsible for overseeing all our advisory committees. We have business, industry, labor, and parent representatives on these committees, and they've helped us attract more students into our programs. We started out in 1965 with only a business and cooperative education program. Now we have eleven.

We've been able to place students in coop jobs as machinists, auto mechanics, printers, data processors, and cabinetmakers. Other students have gone on to start their own construction or cosmetology businesses. I'm proud of that.

I guess that working in vocational education has been a labor of love for me ever since I was 14 and attended trade school.

Photos: Herral Long

'It's remarkable to see just how great these kids are at beating the odds.'

Amy Rasmussen
teacher aide
Woodside School
Lapeer, Michigan

After eight years of working with developmentally disabled students, there's no way you can be sentimental. A lot of these students are severely multiply impaired—maybe blind and hyperkinetic and mentally retarded. Kids like that don't need sentimentality. They need attention, reassurance, affection, patience.

My students range in age from 14 to 26, but functionally they're at a pre-school or early elementary level.

It saddens me that state law makes us abandon these kids at age 26. Often you've just seen an important breakthrough. And you know that with a little more help, that student could become at least semi-independent. But the law intervenes. With all the talk we hear about lifelong education, that seems hypocritical.

One of my favorite students shows just how great these kids can be at beating the odds. She came here when she was two. Functionally, she was at best three months old.

I spoiled her rotten. I rocked her, bathed her, hugged her, and sometimes spent weeks teaching her to hold a ball or reach for an object.

She's 12 now and is fighting to learn how to crawl. She can identify pictures.

Maybe someday I'll be lucky enough to receive from her the same affection I get from another student. Every morning she gives me a big hug and kiss, and tells me she loves me. She never misses a day. Never. She's 26 now and ready to graduate. That will be tough.

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READING

Thinkers To Watch

A host of reading specialists merit special attention, including:

Ann Brown (University of Illinois): for explaining how readers regulate and control their understanding of what they read.

John Downing (University of Victoria, British Columbia): for describing how reading is taught in other languages and countries.

Dolores Durkin (University of Illinois): for identifying inadequacies in the way teachers and textbook manuals handle the subject of reading comprehension.

Margaret Early (Syracuse University): for making reading research usable by secondary school teachers and administrators.

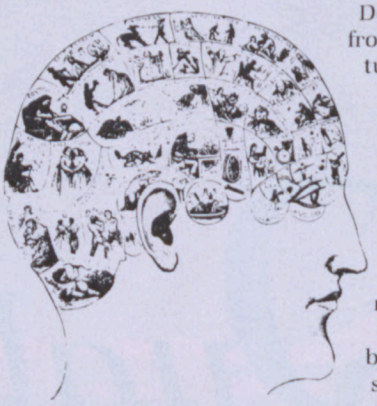
Roger Farr (Indiana University): for documenting the nation's progress in reading.

Marion Jenkinson (University of Alberta): for working in reading theory and directing award-winning dissertations.

David Rumelhart (University of California, San Diego): for describing the role of prior knowledge in reading comprehension.

Frank Smith (Ontario Institute for Studies in Education) and Kenneth S. Goodman (University of Arizona): for defining reading as a language and thinking process.

Student Achievement



Despite competition from the cathode ray tube and other distractions of modern life, some children—especially primary-grade minority group children in the nation's urban areas—are improving their reading achievement, as measured by the National Assessment of Educational Progress.

That's not so at the secondary level, however, and many teachers are particularly concerned about students' lack of ability to draw inferences from what they read.

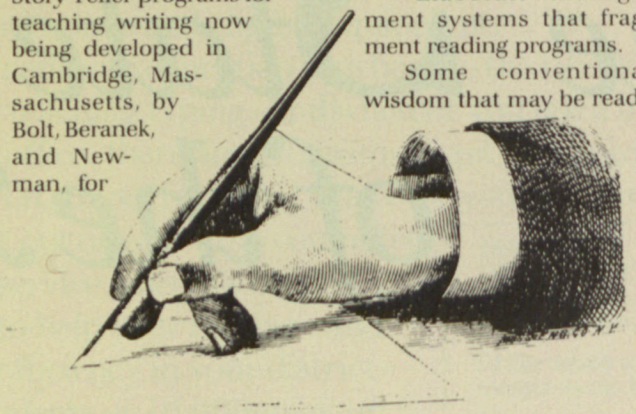
Ideas

Some emerging . . .

- Emphasis on reading comprehension in the content areas. This means greater use of literature—novels, short stories, essays—instead of basal readers as reading material.
- Concentration on teaching study skills, so students can learn to attack the printed page and master information on their own.
- Integration of reading and writing instruction. One method for doing so is an old one called *modeling*. Kids absorb examples of different styles and structures of writing—a haiku, a fable, a George Will column—then try their own hand at reproducing one. To do this, of course, they have to be able to comprehend what they've read.
- Use of microcomputers for instruction. So far skeptics see most instructional software as nothing more than overpriced electronic workbooks.

But believers feel computers will make remediation more effective than ever before. Computers can supply the numerous, often repetitious, corrections that kids who are having difficulties need.

There's also hope for more instructionally sophisticated uses of the new technology. The QUILL and Story Teller programs for teaching writing now being developed in Cambridge, Massachusetts, by Bolt, Beranek, and Newman, for the U.S. Department of Education are a prime example. Many teachers believe such programs have implications for overall language and literacy development.



. . . some ready for the scrap heap

- The overemphasis on phonics with beginners.
- Basal readers that encourage passivity, having students work constantly in workbooks rather than actively use language in conversation.
- Elaborate management systems that fragment reading programs.

Some conventional wisdom that may be ready for rethinking includes the beliefs that children learn to read before they learn to write and that writing promotes clear thinking. The reverse may actually be the case.

Must Reading

What to read? Select authors, not books. Find someone who teaches by writing, read everything that person has written—then read the reviews! If that person is growing, grow along. If he or she stops, nod a thank you and move on to a new author/teacher.

Some classics: William Strunk, Jr., and E. B. White's *The Elements of Style* (Macmillan, third ed., 1979) and *The Saber-Tooth Curriculum* by J. Abner Peddiwell, pseudonym for Harold Benjamin (McGraw-Hill, 1939).

Some classics to be: *Language and Literacy; The Selected Writings of Kenneth S. Goodman;* (Routledge and Kegan Paul, 1981); *Reading Begins at Home* by Dorothy Butler and Marie Clay (Heinemann, 1982); *Paradigms Lost: Literacy and Its Decline* by John Simon (C. N. Potter, 1980); *Diagnosing Learning Problems* by W. J. Bush and K. W. Waugh (Merrill, 1982).

Teaching Future Teachers

Veteran reading teachers advise prospective teachers to look for programs—undergraduate or graduate—that have been shaped by the experience of classroom teachers.

Here's one alphabetically ordered list of universities with highly rated programs for the teaching of reading: Arizona . . . Teachers College of Columbia University . . . Georgia State . . . Illinois . . . Indiana . . . Ohio State . . . Syracuse.

Textbooks . . .

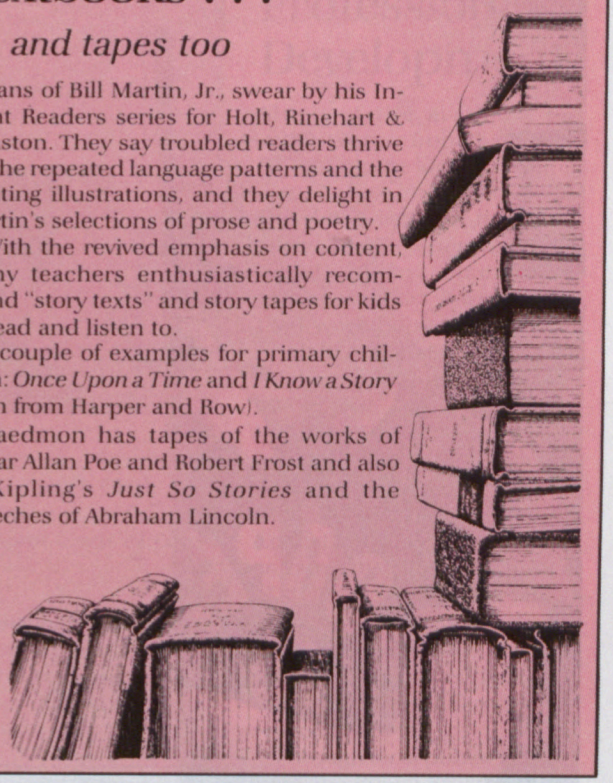
. . . and tapes too

Fans of Bill Martin, Jr., swear by his Instant Readers series for Holt, Rinehart & Winston. They say troubled readers thrive on the repeated language patterns and the exciting illustrations, and they delight in Martin's selections of prose and poetry.

With the revived emphasis on content, many teachers enthusiastically recommend "story texts" and story tapes for kids to read and listen to.

A couple of examples for primary children: *Once Upon a Time* and *I Know a Story* (both from Harper and Row).

Caedmon has tapes of the works of Edgar Allan Poe and Robert Frost and also of Kipling's *Just So Stories* and the speeches of Abraham Lincoln.



Professional Development

Emphasis on the Practical

Reading teachers want practical suggestions and think that they can best get them from each other.

But, in addition to instructional information, reading teachers also want advice on record-keeping and organizational skills. They want to free up more time for creative teaching.

There are "experts" not to be missed, though, such as Bill Martin, Jr., who packs them in at his workshops at meetings of the International Reading Association, and P. David Pearson of the University of Illinois, who shows teachers how they can pass on the skill of comprehension to their students.

Computers are also indirectly emerging as experts at inservice. To use them for instruction, teachers have to analyze how they're presenting material to students. The result: more effectively sequenced learning tasks.

Words To Teach By

"Diagnostic teaching is the skill, or art, that is what we really mean when we say that the teacher, not the method, makes the difference."

—Margaret Early

The Reading State of the Art Panel

Lois Balcer, reading specialist, Riderwood Elementary School, Towson, Maryland.

Allen Berger, professor of language communication, University of Pittsburgh.

Ruth Foster, basic skills teacher, Craig T. Wright School, Des Moines, Iowa.

Jane Ward Hayes, reading teacher, Lawrence Elementary School, Arvada, Colorado.

Blanche Hope Smith, learning disabilities teacher, A. V. Norrell Elementary School, Richmond, Virginia.

Dorothy Strickland, professor of education, Teachers College, Columbia University.

COMPUTERS

Steve Jennings

Ideas

Some Troubling Trends

Two disturbing trends are apparent. First, hard-pressed school districts are laying off teachers with considerable computer training. At the same time, industry's higher salaries are luring computer experts out of the schools.

The combination is depleting the schools of computer teachers at just the time when the public is clamoring for more computer instruction, and states and local districts are starting to require that all students become computer literate. So the remaining teachers are having to quickly learn enough about this totally new subject to keep up with the kids—no easy task.

The solution is easy to state but hard to apply: to get more money for schools, to keep the newest teachers on the job, to pay all teachers enough to keep them from leaving, and to provide good preparation in computer education for those teachers who want it.

Another trend in computer education may have even greater effects on teachers' work. Eventually, in those districts where parents or schools can afford microcomputers or terminals, students will be doing a lot more learning at home. Districts with students who live in remote places could benefit greatly from this possibility.

The use of computers in music and art will increase. This will encourage the use of computers with young children.

Time To Reconsider

The field is changing so fast that the whole subject is ripe for review all the time—even though, particularly for young children, we don't really have a commonly accepted instructional approach to review.

Two currently popular ideas—literacy as an end in itself and programming for all students—are becoming obsolete. The use of LOGO or some similar computer language as a tool for thinking will increase, while most programming courses will be vocational.

Thinkers To Watch

Arthur Luehrmann of Computer Literacy, Inc., is a leading proponent of computer literacy. Alfred Bork advocates computer literacy and computer-assisted instruction at the University of California at Irvine.

Another leading thinker, Seymour Papert, has developed the LOGO computer language. Margaret Moore of Oregon State University studies robotics and "the computer as an object to think with." Karen Billings of Houghton-Mifflin specializes in appropriate uses for computer-assisted instruction.

Audiovisuals

Two good filmstrips with cassettes are *BASIC: An Introduction to Computer Programming* and *At Home with the Computer*.

For a history of computers, a good source is *From Pebbles to Programs* (from Guidance Associates, in videotape or filmstrip).

Suppose we call software an audiovisual. Starting this fall, NEA will publish a catalog of courseware with teacher evaluations of each item. For details, write the NEA Educational Computer Service at 4720 Montgomery Lane, Bethesda, MD 20814-5383.

Meanwhile, for a good selection, turn to the Minnesota Educational Computing Consortium. The prices are reasonable, and the quality is the industry standard. And before you buy any item of software, remember to define just what you need and then, if possible, to test the product.

Student Achievement

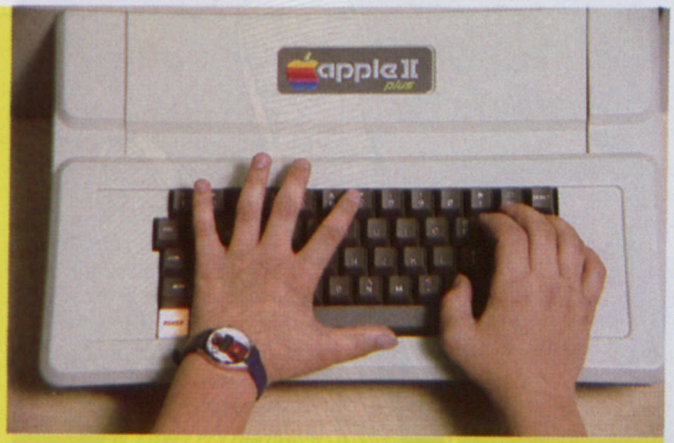
Students are writing good programs—some commercially successful, others useful to schools (for scheduling and record keeping) or teachers (computer-assisted instruction, grade averaging, computer-managed instruction through diagnosis and prescription).

Students are getting part-time or summer computing jobs with big firms like Bell. They're also teaching the adults in their families about computers.

Textbooks

Arthur Luehrmann and Herbert Peckham's *Computer Literacy* series for Apple and Radio Shack computers (McGraw-Hill, 1982 and 1983) is good for the junior high level. For the high school, take a look at *Introduction to Data Processing* and *Introduction to Basic Programming* by Gary Shelly and Thomas Cashman (Anaheim Publishing Company, both 1983)—they take a no-nonsense approach, with proper flow-charting and program coding.

Good books for use with specific computers are plentiful. For the BASIC language and the PET computer, for example, try *PET Basic: Training Your PET Computer* by Ramon Zamora, Robert Albrecht, and William Scarvie. *Structured BASIC* by James Clark and William Drum is useful with four different kinds of computers.



Must Reading

Plenty of good books are available. Among them: Alfred Bork's *Learning with Computers* (Digital Press, 1981); Christopher Evans's *The Micro Millennium* (Viking, 1979); Henry Kepner's *Computers in the Classroom* (NEA, 1982); David Moursand's *Introduction to Computers in Education for Elementary and Middle School Teachers* (Department of Computer and Information Sciences, University of Oregon, Eugene); Seymour Papert's *Mindstorms: Children, Computers, and Powerful Ideas* (Basic Books, 1980); Robert Taylor's *The Computer in the School: Tutor, Tool, Tutee* (Teachers College Press, 1980); and Alvin Toffler's *The Third Wave* (Bantam, 1981).

Two articles that are useful for teachers of elementary and young children are "LOGO Fever: The Computer Language Every School Is Catching" (*Instructor*, January 1983) and "The Computer: A Learning Friend" (*Early Years*, 1983).

Many teachers recommend relying on monthly magazines, because the field is changing so rapidly. A few good ones specifically on educational computing are *The Computing Teacher*, *Electronic Education*, and *Electronic Learning*. General computing magazines that teachers have found particularly valuable are *Byte* and *Creative Computing*.

Professional Development

Much of the available in-service comes from the school districts or the local education Association, or colleagues. District programs may give secondary teachers priority, which means elementary school teachers have to find their workshops elsewhere.

State Associations can do a lot here. In the summer of 1982, for example, the Washington Education Association trained 15 teachers to provide a four-credit class to their peers. The Minnesota Educational Computing Consortium, the National Council of Teachers of Mathematics, the Association for Educational Data Systems, and the National Council of Teachers of English have offered good workshops.

Through local public TV stations, the Public Broadcasting System offers a 10-unit BBC computer literacy course called *The Computer Programme*.

Teaching Future Teachers

Preparation in computer education is still in its early stages, but has begun spreading quickly. The Universities of Oregon, Minnesota, Wisconsin, and Illinois, Arizona State, and North Texas State have so far developed commendable programs.

The Computers State of the Art Panel

Rachelle Cinque, Title I teacher, Cascade Elementary School, Renton, Washington.

Richard Dennis, associate professor, college of education, University of Illinois.

Bonnie Jean Harrion, first grade teacher, Del Ray School, Orinda, California.

Michael Janecek, computer science and media teacher, Palmer (Alaska) High School.

Bob Johnson, math teacher, Challis (Idaho), High School.

Henry Kepner, Jr., professor, school of education, University of Wisconsin.

MIDDLE GRADES

Ideas

Some emerging . . .

The statistics on the social problems—from alcoholism to suicide—of middle-grade students are horrendous. More and more, teachers need preparation in guidance counseling. One middle school in four already has a teacher-based guidance program.

School organization is shifting, whether or not the curriculum and programs of the school shift with it: more and more districts are putting the ninth grade into high school and the fifth and sixth through eighth into middle school. Along with this trend, fortunately, comes an increase in special preparation and in-service programs for middle school teachers.

Computer-assisted instruction, although not the ultimate classroom weapon in the fight against learning difficulties, is spreading quickly, and some schools are introducing computer literacy classes in the upper grades.

In more and more schools, too, teachers are using computer programs that diagnose students' individual learning needs and prescribe specific sections of learning materials that can fill those needs. Teachers who learn how to program—and thus can write or adapt programs to suit their classes—will be way ahead in the years to come.

Team teaching, four-to-six week minicourses, and competency-based testing are other established concepts that are finally getting a real foothold at this level.

. . . time to rethink

What the high school expects and what the textbook publishers provide are way out of date as bases for curricular decisions—but they still hang on.

Interscholastic sports in the middle grades aren't really well-established, but they've already been around too long. They pose the risk of lasting physical harm—and also threaten to burn kids out, turning them away from future participation.

Professional Development

The National Middle School Association, the Association for Supervision and Curriculum Development, and Appalachian State University offer solid institutes on middle school teaching, and the University of Florida has developed materials to use as a basis for workshops. As in almost every field, some state education departments, local education associations, and school systems offer worthwhile in-service programs.

Teaching Future Teachers

Special Training

The University of Georgia at Athens, the University of Florida at Gainesville, and Appalachian State University at Boone, North Carolina, are unsurpassed in offering preservice preparation for middle school teachers. A lingering problem is that only 30 percent of America's teacher preparation institutions have special programs for this level. In the rest, education students must put together what they can from secondary departments (which usually stress only the subject to be taught) and elementary departments (which often emphasize ways to teach young children).

But state departments of education are pointing out the direction that colleges and universities will probably head in the future: 25 now have special certification for the middle school level—an increase of 150 percent since 1975.

Other recommended institutions are the University of Arizona (Tucson), the University of Wyoming (Laramie), the University of Northern Colorado (Greeley), and Ball State University in Muncie, Indiana, which won this tribute from an alum: "From the first day I walked into my classroom, I felt as if I'd taught all my life."

Thinkers To Watch

Two of America's preeminent thinkers in middle grades education are William Alexander and Paul S. George.

Alexander, now a professor emeritus from the University of Florida, has developed so many special programs for these grades that he's often called "The Father of the Middle School." George, also at the University of Florida and also an innovator in specialized teacher preparation, has tailored middle school programs for school districts around the nation.

Conrad Toepfer of the State University of New York at Buffalo is another author, speaker, and consultant important in the field.

Benjamin Bloom of the University of Chicago continues to be a central figure. His early work on the taxonomy of educational objectives and his more recent research on time on task and education of the gifted and talented are resources any teacher of the middle grades ought to be well acquainted with.

Audiovisuals

Coming of Age is not just a 16mm color film from the National Association of Secondary School Principals starring 13-year-olds. It's a play that students can put on themselves by arrangement with NASSP.

The National Geographic puts out excellent filmstrips in social studies—and in science. SBE social studies filmstrips are good, too—if they say they're for the intermediate level, they're not way over students' heads. And for maps and globes, go to Nystrom, which has a comprehensive map reading program for grades 4 through 6.

Student Achievement

What can middle-grade students accomplish? Just about anything they set their minds to. Some recent examples:

- The group of fifth graders who went from the preprimer reading level to semi-independent reading, testing at the second-grade level.
- The fourth grader who went straight through the top of the computer-assisted reading program.
- The middle school students who are teaching nursing-home patients to read (some patients go on to get their GED's).
- The students in third through sixth grades who have adopted and supported Korean, Vietnamese, and Indonesian children.
- The middle school students who have been capturing the national spelling bee from their elders for years on end. (Fifth graders in particular are killer spellers.)

Must Reading

A Handful of Favorites

The Exemplary Middle School by William Alexander and Paul George (Holt, Rinehart & Winston, 1981) and the *Handbook for Middle School Teaching* by Paul George and Gordon Lawrence (Scott, Foresman, 1982) are leading books specifically on the middle school.

Periodicals that cover this area include the *Middle School Journal* and the *Journal of Early Adolescence. A Curriculum for the Middle Years* by John Lounsbury and Gordon Vars (Harper & Row, 1978) also treats the upper elementary grades as a distinct learning period in the child's life, as does the May 1983 issue of the *Bulletin of the National Association of Secondary School Principals.*

For practical classroom ideas, it's hard to beat Good Apple Publications—for example, their activity book *Kalculator Kids*, by Lynn Michkumas. The *Elementary School Journal* is another reliable resource.

More generally, teachers in these grades can get some valuable information from Benjamin Bloom's *All Our Children Learning* (McGraw-Hill, 1980), Ivan Fitzwater's *Fail-Proof Children* (Mandel, 1979), and "The Dawning of the Computer Age," an interview with Ronald Palamara in the *Phi Delta Kappan* (January 1982).

The Middle Grades State of the Art Panel

Mary Compton, College of Education, University of Georgia.

Connie Hoeper, fifth grade teacher, Meadowmere Elementary School, Grandview, Missouri.

Calvin Lee, fifth grade teacher, Hoagland (Indiana) Elementary School.

Kenneth McEwin, president, National Middle School Assoc.; Elementary Education, Appalachian State University.

Peggy Stark, fifth grade teacher, J. T. Brackenridge Elementary School, San Antonio, Texas.

WRITING

Thinkers To Watch

Donald Graves: his specialty is children's writing.

The best thinkers in creative writing today are looking closely at the way "real" writers work—everyone from kindergartners to Pulitzer Prize winners. Their observations are leading directly to teaching practices that work.

From researchers and writers such as Donald Graves, Janet Emig, Donald M. Murray, and Peter Elbow, teachers are learning how to confer with students and help them identify and solve the problems posed by each piece of writing as it progresses from rough to finished draft.

The best of today's creative writing theorists also encourage teachers to become writers themselves—to become engaged in the process they want their students to learn.

Ideas

Some emerging . . .

More and more teachers today are emphasizing writing as a *process*, not a product. The idea that one draft can produce an adequate piece of writing is not only dying—it's considered dangerous! Many teachers are now even assigning exam essay questions in advance—or allowing time on tests for more than one draft.

What should the process of writing entail? In the past, the process of writing meant "revising," and "revising" meant correcting for errors in spelling, grammar, and punctuation. Revising today means rethinking and restructuring—and, in some classrooms, reading aloud at different stages of the drafting process.

The computer revolution figures to help, not hinder. Access to word processors at home and school is creating a new breed of student writer, one for whom revising is a natural part of creating a written piece because it's so much easier to do technically.

. . . some ready for the scrap heap

What's "out" in '83? The idea that students need to have teachers assign topics—"My Life as a Sweatsock" or "I Am Shakespeare"—before they're motivated to put pen to paper. That's simply not true. When students are free to choose their topics, they write what they know, and the writing they produce is alive—not the slick, cute writing that results when students write what teachers think they should write.

What ought to be "out" in '83 is the notion that "expository" writing is somehow better than "creative" writing. Many consider the ability to write a strong expository—or informative—paragraph *the* yardstick of writing competency. But, in reality, *all* writing is "creative," and students need to be exposed to the writing of many different genres. The finest teachers of writing go beyond the limits of expository writing. They open doors for students that encourage the imaginative use of figurative language, creative thinking, and personal style.

Student Achievement

Who are the outstanding achievers in creative writing? The success stories are those students who see and hear their writing voice take shape on the page, students who begin to realize that theirs is a voice that deserves to be heard.

The outstanding student achievers tackle difficult issues—the death of parents, separation from family and friends, the search for identity and another person to share it with—and share these issues with their peers through class readings and publications.

In many schools around the country, student literary magazines give students what every writer needs: an audience. Such student magazines, teachers have learned, can even dispel the hardiest creative writing stereotypes. Publishing a star high school athlete's poem, for instance, can force an entire schoolful of students to rethink their ideas about what kind of people write poetry.

Joe Di Dio

Teaching Future Teachers

University programs for teaching writing are as good as the teachers who instruct in them. It's likely that at least some students are learning to write well on every campus in the country.

Unfortunately, few colleges focus adequately on the ins and outs of teaching writing. Teachers—particularly elementary teachers—need a stronger grounding in language and literature.

Among the many colleges and universities that are providing that stronger grounding: the University of Iowa ... Washington College in Chestertown, Maryland ... the University of Connecticut ... the University of Missouri.

Professional Development

Bread Loaf School Gets High Marks

The best programs for sharpening classroom skills are those that understand that the more writing teachers discover about themselves as writers, the better able they are to work successfully with their student writers.

No program understands that point better than the Bread Loaf School of English—an affiliate of Middlebury College—in Vermont.

Also outstanding is the National Writing Project, a program offered at colleges across the country. These intensive summer writing institutes train "teacher-consultants" who can go out and share what they've learned with other teachers. The Project is headquartered at the University of California at Berkeley.

Words To Teach By

"We should push ourselves—and our students—to write what they do not expect to say, for the excitement of writing is the surprise of hearing what you did not expect to hear."

—Donald M. Murray

Must reading

Rosellen Brown, *Whole Word Catalogue I: Creative Writing Ideas for Elementary and Secondary Schools.* (Teachers & Writers Collaborative, revised 1975.)

Peter Elbow, *Writing with Power: Techniques for Mastering the Writing Process.* (Oxford, 1981.)

Donald Graves, *Writing: Teachers and Children at Work.* (Heinemann, 1982.)

Donald M. Murray, *Writer Teaches Writing.* (Houghton-Mifflin, 1968.)

Richard Hugo, *The Triggering Town: Lectures and Essays on Poetry & Writing.* (Norton, 1979.)

Ken Macrorie, *Telling Writing.* (Hayden Book Co., third ed., 1980.)

Lucille V. Payne, *The Lively Art of Writing.* (New American Library, 1969.)

Gabriele L. Rico, *Writing the Natural Way: Using Right-Brain Techniques To Release Your Expressive Powers.* (Tarcher, 1983.)

Textbooks

Do you need a textbook to teach students how to write? Opinions vary—heatedly! There are outstanding teachers who won't open *any* text with "creative writing" stamped on the cover. For these teachers, the "text" is students' writing.

Other teachers find their "texts" in the works of accomplished authors. The short story "Dear Alexandros," by John Updike, for instance, is a fine example of a story written in letter form. Reading it can inspire students to experiment in a variety of literary techniques.

More formal texts, of course, do abound. *The Writing Process: Composition & Applied Grammar* by Miles C. Olson (Allyn and Bacon, 1982)—a series of texts for grades 9-12—and *The New Composition by Logic* by Sidney and Carolyn Moss (Southern Illinois University Press, 1978) have received high marks from many writing teachers.

The Writing State of the Art Panel

Harland Cass, chair, English Department, South Windsor (Connecticut) High School

Leila McManus, English teacher, Paducah Tilghman High School, Paducah, Kentucky

Eileen Pallace, English teacher, Caesar Rodney High School, Camden-Wyoming, Delaware

Iris Tiedt, director, South Bay Writing Project, San Jose (California) State University

George Voland, Jr., English teacher, South Burlington (Vermont) High School

FOREIGN LANGUAGES

Ideas

Emerging trends . . .

Languages are once again taking a firm place in education, from elementary schools to postsecondary institutions.

The proficiency tests produced by the American Council for the Teaching of Foreign Languages and the Educational Testing Service typify the growing emphasis on ability to speak, listen, read, and write in foreign languages. The tests' results will be useful to the students as well as to universities or employers who are weighing their capabilities. Proficiency guides produced in connection with the tests give teachers a good idea of where their students should be headed.

The Experiment in International Living

Other trends are moving foreign language instruction toward teaching through "immersion"—using no English in the language class, and sometimes none in a specialized "immersion" school—and toward the use of computers as more and more programs in foreign languages become available.

. . . ripe for re-examination

The audiolingual approach, common for the past couple of decades, needs pruning. Simple rote repetition of tapes in the language lab does not teach students to communicate in the language. It's better to involve students' thinking abilities—at least when they reach the secondary level.

Overemphasis on grammar and vocabulary and an isolation of language from culture are due for discard. So is the attempt to push students into literary criticism when they're barely able to comprehend the readings they're supposed to analyze.

Multilevel classes—an administrative option teachers can do little to control—are a serious handicap, as a teacher may have to do two or even three preparations for a single class.

Textbooks

Best and Worst

Good language texts today integrate their presentation of the language with descriptions of the culture that goes with it. Language and culture are powerful influences on each other: separating them is like studying the Renaissance without mentioning art (or vice versa).

Making the fullest use of a language, for travel or study or cultural enrichment, requires a knowledge of the culture—the customs and patterns of thought, not just the famous monuments and paintings.

Some examples of texts that integrate the language and its culture: *French for Mastery* and *Spanish Mastery*, by Jean-Paul and Rebecca M. Vallette (D.C. Heath & Company, 1981) and *German Today*, by Jack Moeller, Helmut Liedloff, and Clifford Kent (Houghton-Mifflin, 1982). In fact, Houghton-Mifflin, along with Scott-Foresman, generally do good series.

The worst texts are those that separate culture from language and those that leave communicative activities up to the teacher, instead of building these activities into the text.

Other bad texts result, ironically, from the success a publisher may have with a format in one language. That successful text often gets followed by texts for other languages mechanically ground out in the same format.

Student Achievement

Two significant trends are clear.

- Urged on by their teachers, students are becoming more functional in foreign languages. More students can speak and read well than before. Teachers set this proficiency as a goal and are continuing to seek better ways to achieve it.
- The classroom remains an excellent laboratory, but more and more students are getting a solid grounding in speaking, listening, reading, and writing from studying and living with families abroad.

Professional Development

Being There Is Best

Summer study abroad, teaching exchange programs such as the Department of Education's Fulbright program, and summer immersion (nothing-in-English) programs at universities and colleges win top honors, along with the training on proficiency testing that ACTFL will be offering. Some foreign governments give scholarships for language teachers to attend summer courses in their countries.

If you can't get "over there," try some audiovisuals here at home: *Education for the '80's: Foreign Languages*, an audiotape series from NEA, and *Perfect Infusion*, a 16mm film from ACTFL (385 Warburton Ave., Hastings-on-Hudson, NY 10706).

Teaching Future Teachers

Prospective language teachers need a strong emphasis on speaking, writing, listening, and reading—not just literary study.

Middlebury College in Vermont gets high praise, as does Ohio University.

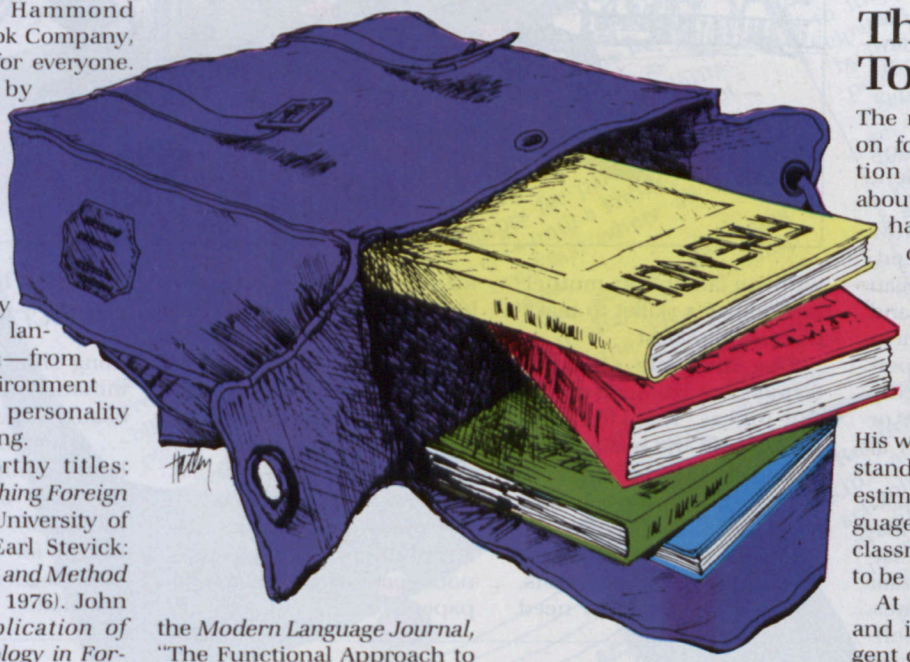
Other outstanding institutions are Brigham Young University, Bryn Mawr College, the University of Chicago, Drake University, the University of Cincinnati, and the state universities of Florida, Michigan, Iowa, Alabama, and Kentucky.

Must Reading

Award-Winning Foreign-Language Programs: Prescriptions for Success, by William D. Sims and Sandra B. Hammond (National Textbook Company, 1982) has ideas for everyone. *Language Two*, by Heidi Dulay, Marina Burt, and Stephen Krashen (Oxford University Press, 1982) brings research to bear on every aspect of foreign language education—from the learning environment to the effects of personality and age on learning.

Other noteworthy titles: Wilga Rivers: *Teaching Foreign Language Skills* (University of Chicago, 1981). Earl Stevick: *Memory, Meaning and Method* (Newburg House, 1976). John S. Harrison: *Application of Computer Technology in Foreign Language Teaching and Learning* (Northeast Conference on the Teaching of Foreign Languages, Middlebury, Vt., 1982). Theodore Huebener: *Foreign Language Careers* (National Textbook Co., 1980).

Several recent articles are also well worth reading: From the *Modern Language Journal*, "The Functional Approach to Language Teaching," by Claude Germain (Spring 1982); "Using Evaluation To Improve Foreign Language Education," by Phyllis Hagel-Jacobson (Autumn 1982); and "Establishing a Professional Agenda," by Lorraine Strasheim (Spring 1981). From *Career World:* "A Tale of Many Tongues: Foreign Languages in Your Career," by Julio Abreu (March 1983).



Audiovisuals

Too many materials today are gimmicky: they fill time but don't involve communication. There are, fortunately, exceptions:

Educational Filmstrips (1466 19th St., Huntsville, TX 77340) offers valuable filmstrips and cassette tapes in French, German, Italian, Latin, and Spanish.

German teachers can get a free monthly 15-minute English-language news film in color from Modern Mass Media, Inc. (71 Passaic Ave., Chatham, NJ 07928). Consulates of the Federal Republic of Germany provide audiovisual materials on their country.

EMC and the Wibel Group are producing materials that deal with different areas that speak French—not only in France but in Maine, not only in Canada but in West Africa.

"Language is the special treasure of our race."

—Earl W. Stevick

Thinkers To Watch

The most important thinkers on foreign language instruction not only think clearly about what language teachers have to do—and how they can do it—but communicate clearly with teachers in the classroom.

Two of them are:

- Protase "Woody" Woodford of the Educational Testing Service. His work with oral proficiency standards has given him solid estimates of what foreign language teachers can do in the classroom and of what ought to be happening there.

At a time when business and industry are making urgent demands on foreign language teaching, Woodford reminds teachers that students are their real consumers.

- Rep. Paul Simon of Illinois. Simon has called the nation's attention to the dismal state of foreign language learning in the United States, first through his work as part of a presidential commission on foreign languages and then through his book *The Tongue-Tied American: Confronting the Foreign Language Crisis* (Continuum, 1980).

The Foreign Languages State of the Art Panel

Brenda DeRamus, Spanish teacher, Goodwin Junior High School, Montgomery, Alabama.

Charles Hancock, immediate past president, American Council on the Teaching of Foreign Languages, University of Maryland.

Donald Rainey, foreign language chair, Washington Township High School, Sewell, New Jersey.

Lorraine Strasheim, coordinator for school foreign languages, Indiana University, Bloomington.

Ken Trowbridge, French teacher, Cheyenne (Wyoming) Central High School.

STUDENT ACTIVITIES

Ideas

Some emerging . . .

In the eighties, U.S. secondary schools are aggressively using the extracurricular program to promote a new goal for students—self-mastery in the face of peer pressure.

Consider the following new directions for student activities:

Self-help groups. Now often formally organized, many self-help groups began informally, as teachers and administrators tried to help students with serious personal problems—ranging from truancy and drug or alcohol abuse to neglect at home.

The support group's basic job is to help each participant develop a healthy self-concept—a *sine qua non* for saying No to peer pressures.

Or sometimes the self-help group's job is teaching how to cope—for example, showing the 12-year-old with an alcoholic mother how to use a skillet to make his own breakfast.

The invisible student. Schools are reaching out to the loners, the kids who come in on the bus at eight and leave at three, speaking to almost no one in between. They're using:

- card files listing students' talents and interests, so that when there's need for, say, a sign painter, somebody can personally ask the kid who checked "artwork" to pitch in.

The goal is *total involvement* of the student body, not just the continuous recycling from club to club of a small band of big wheels.

- class newsletters, to supplement activities announcements in the school paper.

. . . some ready for the scrap heap

Gong shows and freshman initiation (too negative) . . . beauty pageants (too sexist) . . . assemblies (too long) . . . homecoming days (too dependent on stable communities) . . . school dances, except for proms (too official? Readers are invited to speculate).

Must Reading

The works of Leo Buscaglia, wise man of human relations from the University of Southern California. Some Buscaglia titles: *The Fall of Freddie the Leaf, Personhood,* and *Living, Loving, and Learning* (all from Holt, Rinehart & Winston).

Sidney B. Simon et al's now classic *Values Clarification: A Handbook of Practical Strategies for Teachers and Students* (Hart, 1972).

J. William Pfeiffer and John E. Jones's annual handbooks on leadership techniques in the Human Relations and Training Series, published by University Associates.

Films

In student activities, the textbook is likely to be a film, particularly the kind that encourages tolerance and respect for differences.

Cipher in the Snow (Brigham Young University)—About the archetypal "invisible student" (based on a prize-winning story that originally appeared in the *NEA Journal* in November 1964).

John Baker's Last Race (Brigham Young University)—About courage and acceptance on the part of a young teacher/coach who faces terminal cancer.

Leo Beuerman (Centron)—About a dwarf who sells pencils for a living.

The Shopping Bag Lady (Learning Corporation of America)—About dignity in the midst of poverty.

Solo (Pyramid Films)—About what courage can accomplish against great odds.

John Wooden

Thinkers To Watch

Four Rate High

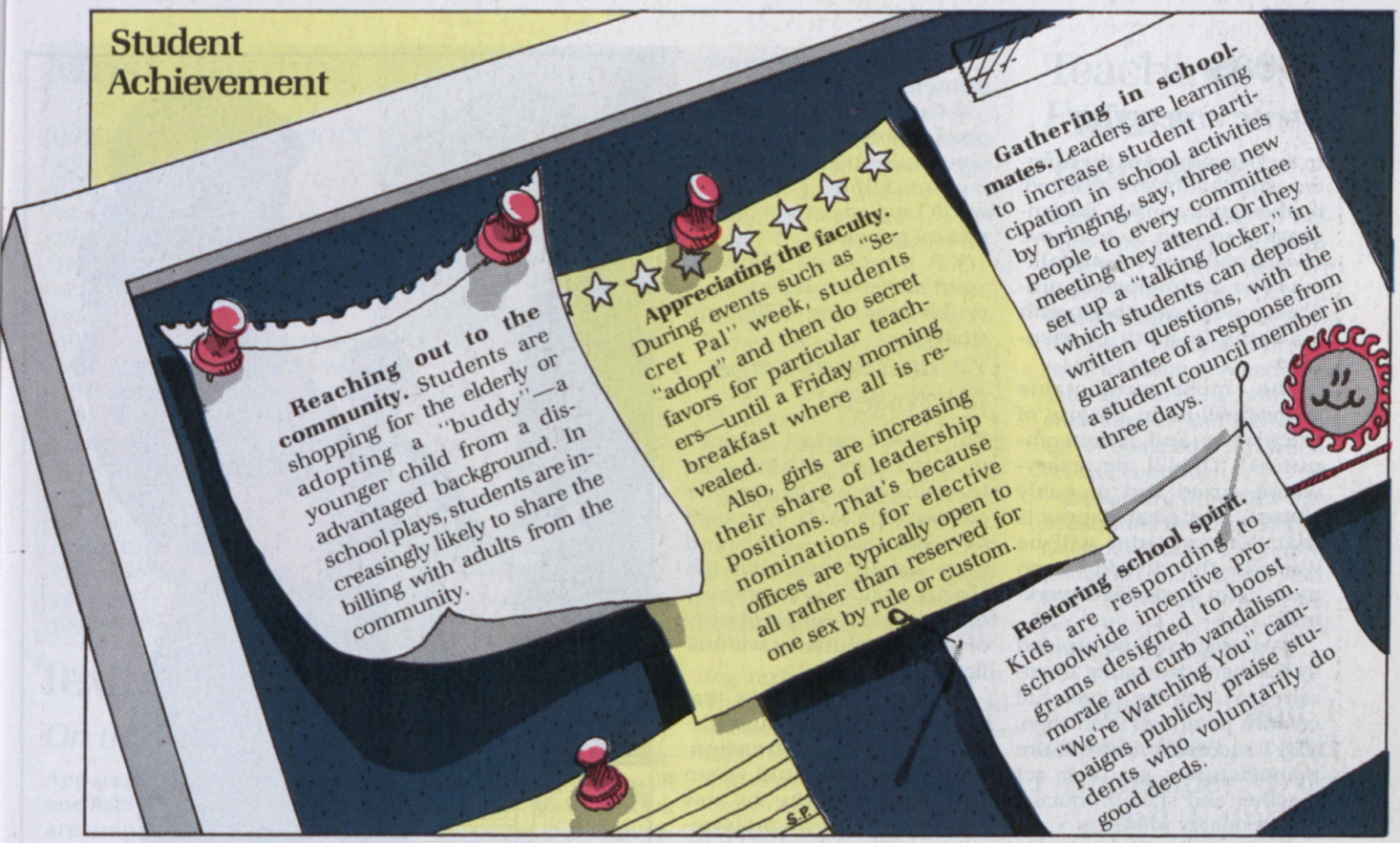
In student activities, thinkers are apt to be doers, developers of techniques and workshops that train young people in leadership and help build their self-esteem. Some of the best:

Terry Giroux—director of the Office of Student Activities at the National Association of Secondary School Principals.

Earl Reum—student activities coordinator for the Jefferson County Schools in Colorado and director of the National Leadership Training Center in Estes Park, Colorado.

June Thompson—executive director of the California Association of Student Councils.

John Wooden—legendary basketball coach emeritus at UCLA. The image he created of the athlete as selfless team player is one that can guide competitors in all kinds of group enterprises.



Professional Development

How does a teacher or administrator learn to be an effective activity adviser or director of student activities? Panelists say the most direct route is via workshops and seminars and membership in organizations—not formal courses of study.

The National Association of Secondary School Principals (1904 Association Dr., Reston, VA 22091) has an Office of Student Activities, which provides national and regional conferences for both students and advisers. It also operates the National Association of Student Councils and the National Association of Student Activity Advisers.

The National Association of Workshop Directors (% Dr. Earl Reum, Jefferson County Schools, 1209 Quail, Lakewood, CO 80215) acts as a clearinghouse, collecting print materials from student and faculty leadership workshops and making them available to its members.

The Student Activities State of the Art Panel

Kay Baker, dean of students and director of student activities, Lawrence D. Bell High School, Hurst, Texas.

Pat Brown, director of student activities, Mattoon High School, Mattoon, Illinois.

Philip Gugliuzza, director of student activities, Grace King High School, Metairie, Louisiana.

Gennette Ferrell Meeks, quiz bowl coach and adviser of senior class and honor students club, Curry High School, Jasper, Alabama.

Paul Yergeau, ski club adviser and assistant principal, George B. White School, Deerfield, New Hampshire.

MATHEMATICS

Ideas

Some emerging . . .

In the beginning was the number. And that hasn't changed: mathematics remains the language of science. So any move toward improved scientific literacy or technological proficiency will have to begin with revisions in math curriculums.

The most predictable change will be in the use of calculators and microcomputers. They'll be everywhere—used and probably abused. The great danger is that the computer will be wasted—that it will be no more than a glorified workbook.

This waste will be avoided by teachers dedicating themselves to using the micro's full creative potential. Even then, they'll succeed only if software manufacturers get their act together and start producing higher quality products.

Another almost inevitable development will be the use of a three-track curriculum—*at least* three tracks. Surely not all students—despite Mortimer Adler's assertions in *The Paideia Proposal*—need the same math background. And surely the traditional distinction between college-bound and noncollege-bound students doesn't take sufficient account of the differences among student needs.

Also expect to see—

- Increased math requirements for all students
- Greater and earlier emphasis upon statistics, estimation, approximation, algebraic manipulation, and "real-world" applications of mathematical principles
- A concerted effort to teach students a repertoire of problem-solving skills and strategies.

. . . and some ripe for review

Our schools cannot continue to spend eight or nine years teaching pencil-and-paper computation skills. We might as well teach—over and over—proficiency with the abacus or how to hand-copy manuscripts. A couple of years of basic computation will suffice.

Any other math tasks that are mechanical in nature deserve even less attention. Mathematics should mean *thinking*. That's why the new emphasis will be on problem-solving skills and applications. Robot skills have always been of dubious value. Today they're worthless.

Overripe for review is the tendency at all grade levels to steer females away from mathematics. The evidence is now in, and it's solid: girls are as adept as boys at mastering abstract concepts. There's no innate gender gap.

Finally, we've got to stop telling kids that math proficiency is the impossible dream of elementary and secondary students. The talk teachers hear on the playground and in the cafeteria ("That chapter is *so* hard." "Yeah, like impossible." "I mean, whatta they think we are—extraterrestrials or somethin'?") reflects the nature of mathematics less than it does the unfortunate and very much alive myth that math is for the ultra-gifted only. Nonsense.

Thinkers To Watch

Changing with the Times

The most important thinkers in mathematics today are those who are moving forward with the curriculum revisions that the current crisis demands. These include:

Shirley Hill of the University of Missouri at Kansas City. Hill is a dynamic teacher and skilled researcher who edited the 1975 NACOME report (*Overview and Analysis of School Mathematics, K-12*, 1975).

Zalman Usiskin, University of Chicago. Usiskin is the catalyst behind the movement toward a three-track curriculum. He is also the leading proponent of using "real-world" applications in math teaching and has recently issued a study that demolishes the myth of male superiority in mathematics.

Jeremy Kilpatrick, University of Georgia. Kilpatrick, the editor of the *Journal for Research in Mathematics Education*, is respected for his work on how teachers can best improve the problem-solving abilities of students.

Harold Jacobs, Ulysses S. Grant High, Van Nuys, California. Jacobs, through both textbooks and public presentations, urges teachers to adapt a radically eclectic approach to math and to expand their repertoire of teaching methods.

Grayson Wheatly, Purdue University. The curriculums Wheatly has developed emphasize problem-solving strategies and innovative use of computers.

Must Reading

Commission Report Says It All

Math teachers will enjoy finding their own frustrations, anxieties, and prescriptions for change eloquently expressed in *A Nation at Risk,* the April 1983 report of the National Commission on Excellence in Education. This government report recommends exactly what math teachers nationwide have been recommending for several years: multitrack curriculums and more classroom emphasis on probability, statistics, everyday math applications, approximation, estimation. So if you want to see that the government has finally figured out what you thought was obvious long ago, take a look at this U.S. Department of Education publication.

Other highly recommended books are: National Council of Teachers of Mathematics (NCTM), *An Agenda for Action: Recommendations for School Mathematics of the 1980's* (NCTM, 1980); Steven Meiring, *Problem Solving . . . A Basic Mathematics Goal* (Ohio Dept. of Education, 1980); Shirley Hill (ed.), *Education in the 80's: Mathematics* (NEA, 1981); Richard Skemp, *Intelligence, Learning, and Action* (Wiley, 1979); Seymour Papert, *Mindstorms: Children, Computers, and Powerful Ideas* (Basic Books, 1980).

All math teachers should have on their bookshelves (and regularly remove and peruse) the yearbooks of the National Council of Teachers of Mathematics.

Textbooks

On the Rise

Apparently mathematics is one field where the textbooks are improving. Classroom teachers and university researchers are responding energetically to the demand for texts that reflect needed changes in math instruction. The new manuals stay away from the old plug-and-chug/learn the rule/practice the skill/pass the NO-DOZ approach. The emphasis is off rules and algorithms and on problem-solving and applications. A "best" list, especially considering all the branches of math, would swallow this page. But some names to watch for when you're choosing texts include George B. Thomas, Paul Foerster, Harold Abelson, Harold Jacobs (especially *Mathematics, A Human Endeavor: A Textbook for Those Who Think They Don't Like the Subject,* secondary level, published by W. H. Freeman), Neal Townsend, Grayson Wheatly, Phillip Gillett, and John Saxon.

Professional Development

If you're looking for a good professional development program in mathematics—and there are plenty of them—try to find one cooperatively designed by school and college. When school and college or university see that they need each other, antagonism dissolves, and a good program usually results. A program like the University of Illinois' DIME (Dialog in Mathematics Education), in which classroom teachers and faculty exchange ideas on instructional methods, shows just how valuable school-university cooperation can be.

Finally, don't forget about teacher centers. They're highly successful and give classroom teachers a chance to learn from one another.

Teaching Future Teachers

There are a number of outstanding teacher ed programs in math. There are also a lot of empty chairs in those classrooms. And until there's a national commitment to adequately compensate all teachers, both the chair surplus and the shortage of qualified math teachers will continue.

Exemplary programs may be found at the University of Georgia, Miami University (Oxford, Ohio), Lesley College, University of Minnesota, Ohio State, University of Chicago, and Stanford.

> "I hear . . . and I forget. I see . . . and I remember. I do . . . and I understand."
>
> —Chinese proverb

Audiovisuals

There appears to be general agreement that audiovisual materials that aren't worth the trouble abound. Too many videocassettes, for example, are no more than animated textbooks. But TV is picking up some of the slack. Especially admired are the programs *Think About* and *It Figures.*

The Mathematics State of the Art Panel

Marilyn Suydam, professor of mathematics education, Ohio State University.

R. B. Kane, director of teacher education, Purdue University.

June Yamashita, mathematics teacher, Kailua (Hawaii) High School.

Joseph Aieta, chair, mathematics department, Weston (Massachusetts) High School.

Jaime Escalante, chair, mathematics department, Garfield High School, Los Angeles.

HEALTH and P.E.

Ideas

Some emerging . . .

Push-ups, perspiration, and black and white (and usually out-of-focus) slide shows on the proper use of a Q-tip.

That's what most of us remember from our school days in gym class. Health and phys ed meant alternately yawning and grunting. Well, the scene has changed.

Today's health and physical education classes emphasize the lifelong need for information, attitudes, and habits that will help students reach their full potential—physically, mentally, spiritually. Movement and play have joined the arts in providing experiences that give meaning to the "non-work" aspects of life. Among the trends accompanying this holistic approach in health and phys ed are—

- An emphasis on knowing one's own body, how it works, and how to keep it working well.
- The use of the community as a laboratory. More and more teachers are trying to help students understand the effects of sanitation policies, the needs of the elderly, the effects of drug abuse—in general, the "sociology of well-being."
- The use of individual health assessments and risk reduction plans.
- A new awareness of the importance of P.E. at the elementary level.
- The inclusion of human sexuality topics at all levels of the curriculum, K-college. Despite the controversy that continues to surround this issue, more teachers than ever are preparing themselves, through both pre- and in-service training, for the difficult task of helping students come to terms with their own sexuality.
- The development and initiation of programs for people throughout the age continuum—the pre-K child through senior citizen. Adults may find themselves returning to those gym classes they used to dread. And schools may find this an excellent way to improve school-community relations.

Joe Di Dio

. . . and some ready for the scrap heap

The emphasis on interscholastic athletics continues to harm the cause of physical education and physical well-being *for all*. Athletics must begin to take a back seat to a comprehensive K-12 P.E./health program for all students. And budget allocations must reflect this change in priorities.

- Teachers also appear ready to place more emphasis on intramural activities. Today, athletics are too often reserved for the "gifted." The few benefit. The many become spectators.
- This spectator syndrome is likely to fade away as health and phys ed teachers begin to offer a broader range of activities. Included among these should be aerobic dance, yoga, jogging, and cooperative (versus competitive) games.
- Finally, don't be surprised to see physical education become more intellectualized. The "dumb jock" image was always a distortion. And it still is. The day when the jocks study the physics of bodily movements may not be far off.

Thinkers To Watch

Rich in Research

If current thinkers continue with the calibre of work they're now doing, physical education will soon be recognized as one of the physical sciences. These thinkers are not pedantic, but their work is grounded in elaborate research. Among the best:

Donald Hellison, respected for his development of special phys ed programs for alienated youth.

Kate Barrett, perhaps the leading thinker in the area of elementary physical education.

Daryl Siedentop, noted for his books on the practical realities facing the phys ed teacher and on the importance of play in human development.

Elena Sliepcevich, known for her teaching excellence and her development of a widely acclaimed framework for K-12 health education.

Ghary Akers, respected for his research and workshops exploring movement and bodily rhythms.

Mary Calderone, founder of SIECUS (Sex Information and Education Council of the United States).

H. Harrison Clarke and Thomas Cureton, known for their research on the importance of lifelong physical fitness.

Words To Teach By

"We should impart our courage and not our despair, our health and ease and not our disease."

—Henry David Thoreau

Student Achievement

Save P.L. 94-142! That theme comes across loud and clear. P.E. and health teachers have seen just how much the Education for All Handicapped Children Act has meant to the self-esteem of handicapped students. They want the law preserved. And they want to design special physical education programs that meet the needs and strengths of the handicapped.

Teaching Future Teachers

Theory Plus Practice

The best teacher prep programs in health and physical education are emphatically not for jocks only. They're rigorous, progressive, and demand that students learn to blend the theoretical and the practical. The curriculums are designed to emphasize the word that follows *physical* and follows *health: education*. The best include the University of Georgia, Kean College of New Jersey, Ohio State, Springfield (Massachusetts) College, Western Illinois University, the University of Alabama at Birmingham, Temple University, Texas Woman's University, and Florida State University.

Professional Development

The National Diffusion Network (NDN) of the Department of Education offers a variety of quality health and P.E. in-service programs that have been successfully tested and are cost-effective and transportable. All have been developed by practitioners in the field. Among the NDN offerings are "Every Child A Winner," "I CAN," and "ACTIVE." For further information, contact Dr. Lee Wickline, Director, NDN, Dept. of Education, 400 Maryland Ave., S.W., Washington, DC 20202. Or call (202) 653-7000.

Textbooks

The texts are all about the same—poor. Two notable exceptions are Charles Corbin's *Fitness for Life* and the American Alliance for Health, Physical Education, Recreation and Dance's newly revised text for high school P.E.

Must Reading

Health/P.E. literature is proliferating—and improving. Popular magazines like *Self* and the ubiquitous series of pamphlets on the body beautiful ("More Shapely Toes in Thirty Days") reflect a growing interest in health issues. More valuable material includes the journals *Health Education (HE), Journal of School Health (JSH), Health Values, Eta Sigma Gamman,* and *The Journal of Health, Physical Education, Recreation and Dance.* The back issues of *JSH* on international health (February 1983) and of *HE* on controversial issues in health ed and curricular issues in school ed (Nov.-Dec. 1982 and March-April 1983) are especially worthwhile.

Among books, the following are highly recommended: Donald Hellison, *Beyond Balls and Bats* (American Alliance for Health, Physical Education, Recreation and Dance, 1983); Thomas Lewis, *The Youngest Science* (Viking, 1983); Robert D. Russell (ed.), *Education in the 80's: Health Education* (NEA, 1981); Daryl Siedentop, *Developing Teaching Skills in Physical Education* (Mayfield Publishing Co., 1983); Hal Lawson and Judy Placek, *Physical Education in the Secondary Schools: Curricular Alternatives* (Allyn and Bacon, 1981); Anne Green Gilber, *Teaching The Three R's Through Movement Experiences* (Burgess, 1977).

The Health and P.E. State of the Art Panel

Robert Russell, professor, department of health education, Southern Illinois University.

Marian Hamburg, chair, department of health education, New York University.

Linda Bain, associate dean for research, University of Texas.

Thomas Vodola, director, Project ACTIVE, Oakhurst, New Jersey.

Robert MacDougall, P.E. teacher, Maplewood Elementary School, Coral Springs, Florida.

ENGLISH

Ideas

Trends today . . .

We now know that almost every child can write and every teacher can teach writing. Today's emphasis is on teaching writing as a process that involves writing and rewriting . . . and more rewriting.

English specialists are now getting the schoolwide support they need in order to do a complete job of literacy instruction. Faculty of other disciplines are coming to realize, more and more, the importance of being able to write well. As a result, they are giving their students more examinations that require essay-type answers.

. . . and tomorrow

As more and better software becomes available, the computer will become a regular classroom teaching tool. Students will use it to prepare and rewrite drafts.

Teachers will make more use of speaking and listening skills as students compose drafts and react to readings.

And the study of literature will enjoy a revival.

Ready for Revision

Classroom teachers should offer students literature that reflects the thoughts and feelings of all nationalities, races, and religions. Too many of the works that teachers now choose reflect only Western values.

The study of grammar maintains its stranglehold on the curriculum because of the back-to-basics movement. Instead of having students learn grammar by drill and worksheets, teachers should draw on the results of contemporary research and emphasize learning by doing.

Professional Development

The best courses are those in which teachers explore the processes of writing and reading. The National Writing Project, which has centers on campuses across the country, offers one of the most outstanding programs in writing instruction.

Other noteworthy courses are those that offer instruction in the new technologies.

Thinkers To Watch

A couple of researchers stand out—Donald Graves, of the University of New Hampshire, and James Britton, formerly of the University of London. Both have studied the use of language by children. Both found that young people shape language to meet their needs and the needs of their audiences. In so doing, youngsters discover sophisticated language strategies. The results of these studies have helped language arts teachers to cut away from the tradition of form study in writing and reading.

English teachers also rely on specialists who help them perfect their own writing skills. In the end, the students benefit. Such specialists include James Gray of the Bay Area's Center of the National Writing Project; Alan Purves, who is renowned for his work in the teaching of literature; and Donald M. Murray, whose specialty is teaching writing.

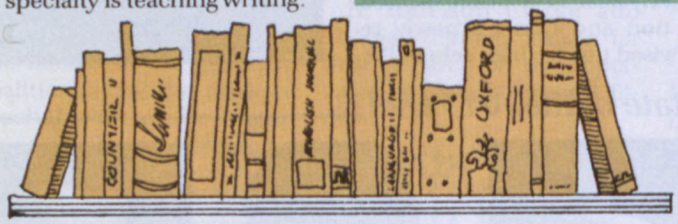
Words To Teach By

"He who ne'er learns his A, B, C,
Forever will a Blockhead be;
But he who to his Book's inclin'd,
Will soon a golden Treasure find."

—*New England Primer* (1785)

Must Reading

The *English Journal*, published by the National Council of Teachers of English, stands out. So do the following books: Arthur Applebee, *Tradition and Reform in the Teaching of English* (National Council of Teachers of English, 1974); Douglas Barnes and James Britton, *Language, the Learner, and the School* (Boynton/Cook, 1971); Peter Elbow, *Writing with Power: Techniques for Mastering the Writing Process* (Oxford University Press, 1981); Donald Graves, *Writing: Teachers and Children at Work* (Heinemann, 1982); James Moffett and Betty J. Wagner, *Student Centered Language Arts and Reading K-13: A Handbook for Teachers*, second ed. (Houghton Mifflin, 1976); Neil Postman, *Teaching as a Conserving Activity* (Delacorte Press, 1979; Dell paperback, 1980); Mina Shaughnessey, *Errors and Expectations* (Oxford University Press, 1977); Frank Smith, *Understanding Reading*, second ed. (Holt, Rinehart, and Winston, 1978).



Audiovisuals

Rather than use AV materials that were designed to teach, English instructors prefer to dig into the rich storehouse of filmed, videotaped, audiotaped, and recorded literature.

These sound and sight versions of famous works such as Margaret Mitchell's *Gone with the Wind* and Alex Haley's *Roots* bring literature to life for students and enrich their study.

Teaching Future Teachers

The best training grounds for future English teachers include, among other institutions, Michigan State University, the University of Georgia, the University of California at Berkeley, the University of Missouri, the University of Texas, and Florida State University.

Tomorrow's English educators need a broad, rich background in the humanities generally and in literature specifically. They need to study language, linguistics, writing, speaking, and drama. They need to take courses in pedagogy, including student teaching or an internship.

The well-prepared English teacher needs a master's degree. The continuing professional may even end up with two master's degrees, one in English and one in education.

Student Achievement

Success is . . .

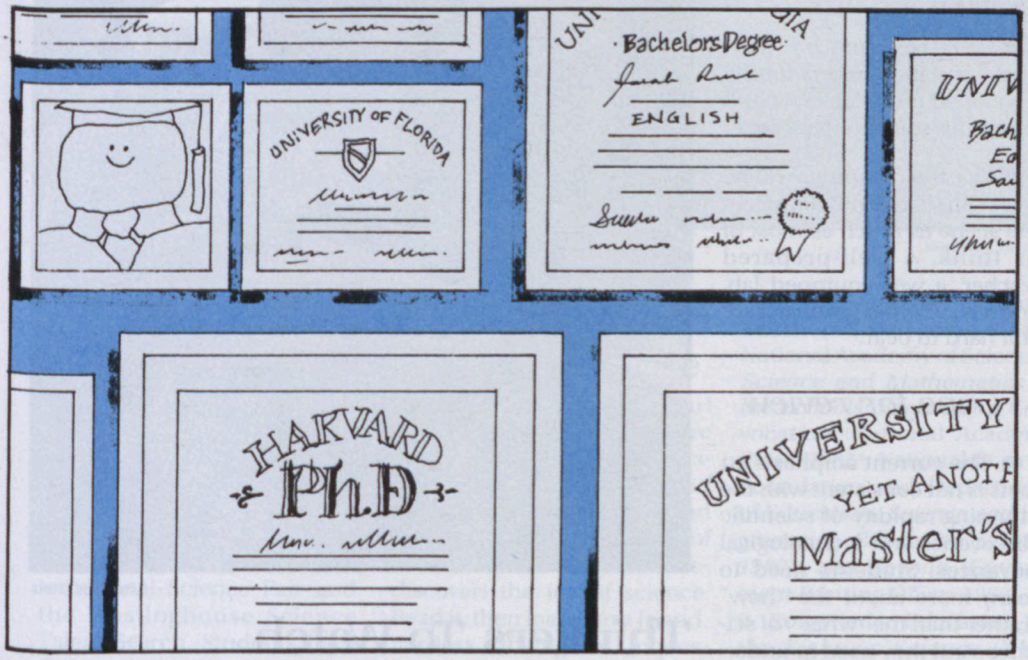
. . . when a student receives local or national recognition for a piece he or she has written

. . . when a student qualifies for the nationals in a speech competition

. . . when teachers discover that, given half a chance, students will write—and will write entertaining and exciting things

. . . when so-called "remedial" students write moving poetry and "general students" write forceful arguments on issues that concern them.

All these things are happening.



Textbooks

For teaching writing, opinions differ. Some teachers like *The Writing Process: Composition and Applied Grammar* by Miles C. Olson (Allyn and Bacon, 1982).

Other teachers think that monies earmarked for textbooks would be better spent publishing student writing. Seeing their words in print gives students a feeling of self-confidence, shows them in a tangible way that what they have written is important, and encourages them to put effort into their work.

The first choice among literature texts is *Literature for Today's Young Adults* by Kenneth L. Donelson and Alleen P. Nilsen (Scott, Foresman, 1980).

The English State of the Art Panel

Margaret Early, Associate Dean for Academic Affairs, School of Education, Syracuse University.

Mildred Gamble, instruction coordinator, St. Vrain Valley Public Schools, Longmont, Colorado.

Ada Marie Hooper, kindergarten teacher, Lincoln Elementary School, Wichita, Kansas.

Roy O'Donnell, chair, department of language education, University of Georgia.

Jonathan Swift, English teacher, School of Global Education, Livonia, Michigan.

Stephen Tchudi, director, English Education, Michigan State; president-elect, National Council of Teachers of English.

SCIENCE

Ideas

Some emerging . . .

Its conclusions didn't surprise scientists. There's probably not a single sentence in *A Nation At Risk*, the National Commission on Excellence in Education's April 1983 report, that science teachers couldn't have written five or even 10 years ago. They know well the neglect, the crisis, "the rising tide of mediocrity." They know that "history is not kind to idlers," and they've pleaded for years for an end to the idling.

Maybe now their pleas will be heeded. But only if the federal government wakes up. A new commitment must come from the national level. And it will have to be an economic—not a rhetorical—commitment. If that happens, expect to see:

- Massive staff and curriculum development at the elementary level. The consensus today is that every student must study science every day every year, beginning in kindergarten. Later is too late. Less is too little.

- Special emphasis upon programs for students of low and mid-level ability. The target group for any new science push must be the entire student population—not just potential scientists. A democracy cannot afford to leave large segments of its population scientifically and technologically untutored. Such illiteracy could sap the economic and political energy of the nation.

- Less reliance on textbooks and more use of locally developed modular units and computer software packages.

- Yes, the computer will be there. But it may not dominate the scene as much as most of us think. A well-prepared teacher, a well-equipped lab, and a good old chalkboard are still hard to beat.

. . . ripe for review

- The current emphasis on facts is not consistent with the stunning rapidity of scientific discoveries and technological advances. Students need to learn more about the "how" (rather than the "what") of science. And they need to understand that science is not a static body of knowledge but a dynamic human quest.

- The tendency to isolate the sciences (physics here, chemistry there) is unfortunate. Most science teachers are ready to start emphasizing the essential unity of science. Words like *biochemistry* and *biophysics* ought to become more common (e.g., *astronochemistry, oceanophysics*).

- The notion that you have to be an intellectual wizard to understand science has got to go. It just isn't so.

Audiovisuals

They're better than texts and often excellent. The National Geographic Society and Walt Disney Productions set the standard in the field. Virtually anything they have available is worth a look.

Television—despite the acidic criticism it endures—produces some remarkable offerings. *Cosmos*, *Nova*, and *3-2-1 Contact!* are consistently brilliant. The problem, of course, is that these series are covered by some pretty nasty copyright laws. If the national interest is at stake—and it is—these laws must be relaxed. Schools must be excepted from adherence to the rigid codes that now exist.

Lou Dematteis

Thinkers To Watch

Dr. Paul Dehart Hurd, professor emeritus at Stanford University, is clearly the reigning guru among science educators. His colleagues nationwide speak of him with warmth and deep respect. Hurd warned of the current crisis in science education long before others foresaw any problem.

Among those who have benefited from Hurd's lifetime of service:

Robert E. Yager, a prolific researcher who is serving as president of the National Science Teachers Association during the present difficult period.

Izaak Wirszup, an expert on Soviet technical education and a seminal figure in the research that led to President Carter's decision to order the national study—*Science and Engineering Education for the 1980's and Beyond.*

Carl Sagan, Jacques Cousteau, and Isaac Asimov. Though dismissed by some as "mere popularizers," these three thinkers have immensely improved the public's appreciation and understanding of science.

Professional Development

The disappearance of the National Science Foundation (NSF) professional development programs left a void that has not been filled. In 1959 roughly half of the NSF budget went to science education. Today that percentage has dwindled to near the zero mark. One result is that teachers wishing to update their skills have few options. And the few tend to be expensive.

Textbooks

Science texts are so poor, so diluted, bland, disorganized, and sometimes inaccurate that many experts advocate forsaking them entirely. If used at all, they should be left on the shelf as resources and picked up only in moments of desperation.

Student Achievement

Science educators continue to be impressed—and sometimes downright stunned—by student projects for the International Science Fair and the Westinghouse Science Talent Search. Students have done remarkable work in such areas as genetic engineering, solid state electronics, and laser technologies.

Wendy Cortesi

Must Reading

The Joy of Science

Two popular writers—Carl Sagan and Isaac Asimov—are invaluable reminders that science is fun, not drudgery, and that it's about you and me and our world. Pick up any one of their works to discover (or rediscover) the joy of science. Read it, then loan it to a friend. For less exciting but unquestionably worthwhile going, try:

Norris C. Harms and Robert E. Yager (eds.), *What Research Says to the Science Teacher*, Vol. 3 (National Science Teachers Association, 1981); National Academy of Sciences, *Science and Mathematics in the Schools: Report of a Convocation* (National Academy Press, 1982); National Science Foundation and Department of Education, *Science and Engineering Education for the 1980's and Beyond* (Government Printing Office, 1980), M. B. Rowe (ed.), *Education for the Eighties: Science* (NEA, 1982); James Robinson (ed.), *Research in Science Education: New Directions* (ERIC, 1981).

"If it seems that I see farther than other men, it is because I stand on the shoulders of giants."

—Sir Isaac Newton

Teaching Future Teachers

What future teachers? No matter how strong the program, science graduates who can earn double or triple a teacher's salary outside the classroom just aren't going to be attracted.

One example: the total number of physics teachers who graduated from *all* Wisconsin highter ed institutions in 1981-82 was . . . *one*. In 1982-83, there was dramatic improvement—*two*. Similar figures are not unusual in other states.

Excellent programs do exist—at Stanford, Brown, Rice, the University of Iowa, Indiana State University, the University of Colorado at Greeley, Texas A & M. But until teaching salaries become competitive with those in private industry, such programs will suffer. And the national interest will suffer.

The Science State of the Art Panel

Jeanne Bishop, planetarium director, science teacher, Westlake (Ohio) Public Schools.

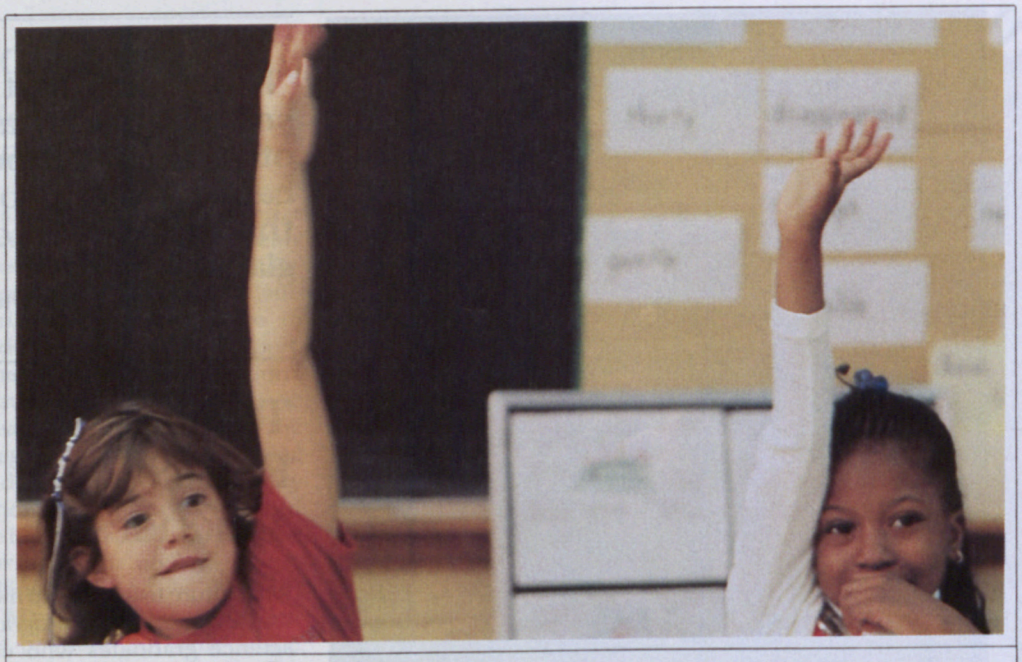
Mary Budd Rowe, professor of science education, University of Florida.

Jon Harkness, science teacher, Wausau (Wisconsin) West High School.

Charles Head, science teacher, Hillcrest High School, Dallas, Texas.

John Akey, science chair, Mitchell High School, Colorado Springs, Colorado.

PRIMARY GRADES



Ideas

Some emerging . . .

- The future will see a continued expansion of pre-school educational programs. Unfortunately, not all will be good.
- A closer relationship will emerge between school and other learning environments—home, industry, and the media. Learning will no longer be restricted to a center or a classroom, which will result in a new view of where and how people learn.
- Senior citizens, business and industry employees, parents, and high school students will play an increasing role in primary classroom teaching. Their students will benefit greatly because they—like all of us—perform best when surrounded by people who treat them as being important.
- Instructional methods will put greater emphasis on the learning of thinking skills and value development. As a result, students should be better able to make value judgments.
- Classroom instruction will relate to a particular student's style of learning and strengths rather than to a large group of students as has been traditional.

. . . some ready for review

The traditional kindergarten program needs to be updated to reflect the times.

Currently it relates to a bygone era when children came from two-parent homes, only one parent held a job, and communities were homogeneous. Its curriculum is based on the premise that kindergarten offers children their first experience in a school setting. Today, however, many children enter kindergarten after one or two years in a preschool program.

Must Reading

Urie Bronfenbrenner, *The Ecology of Human Development: Experiments by Nature and Design* (Harvard, 1979; paperback, 1981).

R. Dreikurs and P. Cassel, *Discipline Without Tears* (Hawthorne Books, 1972).

David Elkind, *The Hurried Child: Growing Up Too Fast Too Soon*, paperback (Addison-Wesley, 1981).

James L. Hymes, *Teaching the Child Under Six* (Merrill, 1981).

Herbert Kohl, *Basic Skills: A Plan for Your Child, A Program for All Children* (Little, Brown, 1982).

The daily newspaper. Reading a daily newspaper allows teachers to adapt their curriculums to the constant change of events. It also allows them to always be aware of the types of pressures that affect the homes and families of their students and thus the students themselves.

Audiovisuals

A Few Rate High

For their own education, primary teachers like the videocassettes that make up the series *Promises—A Training Program for Child Care Professionals. Promises* is produced by the South Carolina Television Network.

For classroom use, teachers choose the *Lollipop Dragon* social study film series issued by Singer Educational Products. *The Rand McNally Developmental Mathematical Processes* program is another favorite, used as a supplement to a math text. This program helps students understand the basic operations of math by giving them practical experiences through the use of manipulatives, tapes, and pamphlets.

Thinkers To Watch

Urie Bronfenbrenner, for his research in ecological influences on the development of young children.

Joe Frost, for his study of the relationship between play and learning in young children.

John Goodlad and Jerome S. Bruner, for their insights into today's education and into what education could be with vision and cooperative effort by enlightened citizens and professionals.

James Hymes, for his research into learning and how it relates to a child's total development.

Lilian Katz, for her emphasis on effective teaching methods for primary education.

Keith Osborn, for his theories on discipline and the development of self-discipline in young children.

Mary Budd Rowe, for her specialization in science education in the primary grades.

Ralph Tyler, for his ideas on developing a sound primary curriculum.

Burton White, for his studies in parent education.

Textbooks

Reference Works Stand Out

To most primary teachers, student textbooks are merely guides. The teachers themselves are the key elements who can add to, delete from, or enrich the material in the text as they see fit. Thus, they feel there is no best or worst textbook. They do have definite preferences in teacher reference books though. These reference works include: Robert Ashlock, *Error Patterns in Computation* (Merrill, 1976); James A. Banks and Ambrose A. Clegg, Jr., *Teaching Strategies for Social Studies: Inquiry Valuing and Decision-Making*, second ed. (Addison-Wesley, 1977); Sarah H. Leeper et al, *Good Schools for Young Children*, fourth ed. (Macmillan, 1979); Charlene Smith, *The Listening Activity Book*, paperback (Pitman Learning Inc., 1975); Harold C. Wells and Jack C. Canfield, *One Hundred Ways To Enhance Self Concepts in the Classroom: Handbook for Teachers and Parents* (Prentice-Hall, 1976).

Words To Teach By

"We must be sure to treat children today so that they grow into human beings who enjoy other human beings and enjoy the process of learning to live with them."

—James Hymes, *Toward Self-Discipline: A Guide for Parents and Educators.*

Professional Development

Primary teachers like teacher centers that are run for teachers, by teachers. In these centers, they can share ideas and discuss classroom problems and concerns while trying to find solutions.

The teachers also appreciate workshops offered by professional groups. And, they also like courses that deal with new technologies such as computer literacy.

Some teachers improve their classroom techniques by presenting concepts before fellow teachers to get reactions. This give-and-take approach often gives teachers much needed encouragement and support.

Teaching Future Teachers

The best training grounds are Pennsylvania State University, the University of South Carolina, the University of Georgia, Ohio State University, the University of Texas at Austin, the University of Arizona, and Stanford University.

The Primary Grades State of the Art Panel

Mary Lou Berry, first grade teacher, Memorial Park Elementary School, Euclid, Ohio.

Kay Goines, kindergarten teacher, Carmel River School, Carmel, California.

Connie Manning, first grade teacher, West Dover Elementary School, Dover, Delaware.

Jo McDade Pattinson, second/third grade teacher, Bach School, Ann Arbor, Michigan.

Judy Reinhartz, asst. director, Center for Professional Education, University of Texas, Arlington.

Kevin Swick, professor of teacher education/childhood education, University of South Carolina.

DISCIPLINE

Ideas

Some progressive . . .

Discipline. It's a word soaked with negative connotations—of harsh words and harsher actions, of birch rods and paddles reserved for the backsides of insolent youth.

Those images haunt today's educators. What the majority understand—and struggle to make the public understand—is that discipline has little, if anything, to do with punishment. And it has little to do with the imposition of rigid regulations.

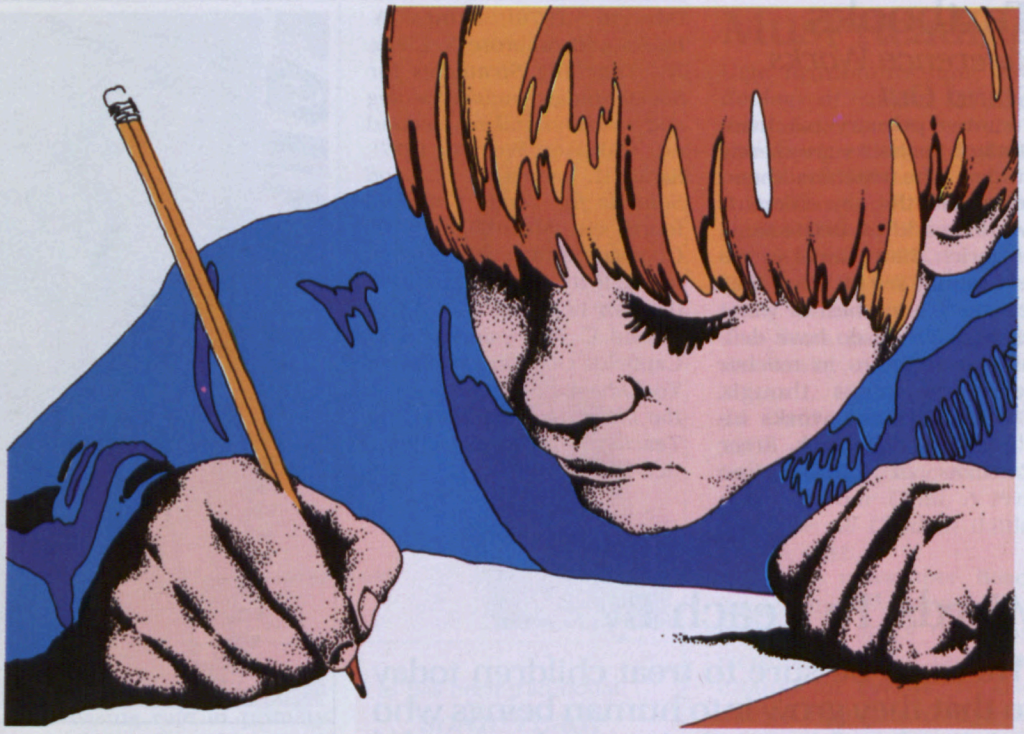
The growing consensus among educators is that the teacher's role is to teach—not to play police officer. In well-managed classrooms, the teacher is much less a disciplinarian than a "farmer": the goal is to cultivate in students an understanding of the lasting value of *self*-discipline. As always, that's easier said than done.

For the cultivation of self-discipline to succeed, the climate has to be right. The teacher can't hack it alone. The school climate is the critical factor.

When the general atmosphere is healthy—curriculums sound, teacher-administrator relationships open and cooperative, faculty members respectful toward and trusting of each other—then discipline problems become rare. Suspension rates and reports of disruptive student behavior plummet. Self-control becomes the norm.

More and more educators agree with this premise: it's the overall school environment—not Laura's character flaw or Christopher's prankisterism—that determines the level of civilized behavior in the classroom.

On the issue of discipline, many teachers today would borrow as their motto the title of Gene Maeroff's recent book:



Don't Blame the Kids. Or at least don't blame the kids until you've checked to see if the total school environment encourages mutual respect.

Of course, even the best environment won't take care of all discipline problems. They'll still pop up, and teachers need to be prepared for them.

Most teachers learn quickly that nothing pays off as much as consistency. When students know what to expect (and what's expected of them), their reaction to disciplinary measures is not likely to be resentful. Surprise deserves no place in discipline strategies. Nor do any measures that degrade the student. More teachers than ever are using techniques—such as a "time-out period"—that are primarily intended to give students a chance to regain self-control. The exiled student hears no criticism. The message is not punitive. In effect the teacher says, "We need order if we are to learn, and you may rejoin us when your self-control returns." The teacher avoids stigmatizing the student. And that's important.

And teachers can't expect students to follow rules they perceive only as arbitrary challenges to their freedom and dignity. When teachers take the time to explain the rationale underlying rules, student compliance increases. Sometimes there's even cheerful acceptance. Rarely. But it happens.

. . . and a few regressive

- Any theory that assumes the teacher should be the sole decision-maker in setting up behavior guidelines. This approach almost guarantees that students will see the teacher as a tyrant. And tyranny almost always spawns rebellion.
- The use of corporal punishment. Research shows that this method neither reduces nor deters disruptive behavior.
- The use of detention as a behavior modification technique. It doesn't work.
- Suspension. This "solution" neither helps the student nor prevents future problems. At best it delays them. At worst, it makes some students (delighted with a "vacation") assume that poor behavior gets rewarded.

Among the alternatives to suspension that should be considered are time-out rooms, guidance centers, peer tutoring, and parental involvement in creating a behavior modification program.

- Any theory of discipline that ignores the evidence that relevant, stimulating, age-appropriate learning experiences are powerful allies of those in quest of classroom order. Students who are "into" learning aren't interested in getting into mischief.

. . . and why the going will be tough

Discipline will become a greater problem as the stresses and strains on family life increase. Tension at home often gets expressed as hostility in the classroom. And with

unemployment rampant, the divorce rate still high, single-parent families more common, the home scene isn't likely to get less stressful.

When social events shatter domestic tranquility, the student suffers and the teacher pays. The child *with* a problem at home often becomes a child who *is* a problem in school.

More and more of these children—including those with severe behavioral problems—will not have the assistance of special ed teachers, counselors, school psychologists, or social workers. Schools facing budget cuts are already slashing such positions and so leaving the general education teacher to deal with the problem student.

This budget crunch is likely to make cooperative, schoolwide approaches to discipline more common. Teachers, parents, and students will work together to both shape and enforce discipline guidelines. In particular, students may begin to play a larger part in the classroom management process and in the development of rules. Teachers' experience strongly supports the view that the more students are actively involved in creating an orderly climate for learning, the more likely they are to want to preserve that climate.

Thinkers To Watch

William Glasser tops the list of discipline experts. Glasser's main thesis is that a child's behavior is largely determined by his or her self-concept. Improve the self-concept, and you improve behavior. Teachers appreciate Glasser's practicality. He discusses ideas and explains techniques that are easily applied in the classroom.

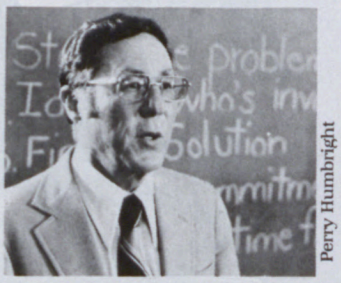
Other innovative thinkers include B. F. Skinner, whose influence remains substantial, and Rudolf Dreikurs, and the late Haim G. Ginott, both of whom stress the importance of responding to the "total world" of the child.

The influence of L. and M. Canter (*Assertive Discipline*) appears finally to be subsiding. Their punitive approach, which brings initial success in reducing disruptive behavior, tends to backfire in the long run.

Audiovisuals

The AV materials aren't exactly abundant, but what exists is generally of high quality. Among them are *Values Clarification in the Classroom*, *The Discipline Film*, *Dealing with Discipline Problems*, and *Classroom Crisis: Dealing with Violence in School*.

All are available in 16mm film, video cassette, and filmstrip from Media Five, 3211 Cahuenga Blvd., W., Los Angeles, CA 90068.



Perry Humbright

Author William Glasser has earned the respect of teachers nationwide.

Professional Development

Some in-service programs win high praise, but the caution light goes on against expecting too much from them.

The problems are in the schools and need to be solved there. Jazzier in-service programs with high entertainment ratings won't do. The task is to orchestrate many efforts over several years to achieve renewal for the whole school.

Must Reading

William Glasser, *Schools Without Failure* (Harper and Row, 1969).

H. G. Ginott, *Teacher and Child: A Book for Parents and Teachers* (Macmillan Co., 1972).

V. F. Jones, *Adolescents with Behavior Problems: Strategies for Teaching, Counseling, and Parental Involvement* (Allyn and Bacon, 1980).

R. Dreikurs and P. Cassel, *Discipline Without Tears* (Hawthorne Books, 1972).

R. Dreikurs, B. Grunwald, and F. Pepper, *Maintaining Sanity in the Classroom* (Harper and Row, 1981).

Daniel L. Duke (ed.), *Helping Teachers Manage Classrooms* (Association for Supervision and Curriculum Development, 1982).

NEA, *Discipline in the Classroom* (NEA, 1980).

The Discipline State of the Art Panel

Allen Mendler, psychotherapist and psychological consultant, Henrietta, New York.

Richard Curwin, chair, Teaching Effectiveness Program, Natl. Technical Inst. for the Deaf, Rochester, New York.

Robert Allers, school psychologist, Forest Hills Public Schools, Grand Rapids, Michigan.

Carl Glickman, associate professor, department of curriculum and supervision, University of Georgia.

Lillian McFadden, coordinator of REACH, a special program for high school students, Lansing, Michigan.

Alfred Alschuler, professor of education, University of Massachusetts.

SOCIAL STUDIES

Ideas

Social studies is a field in which practitioners have paused to check direction.

There's disagreement not only on where the social studies should be going, but on where they are.

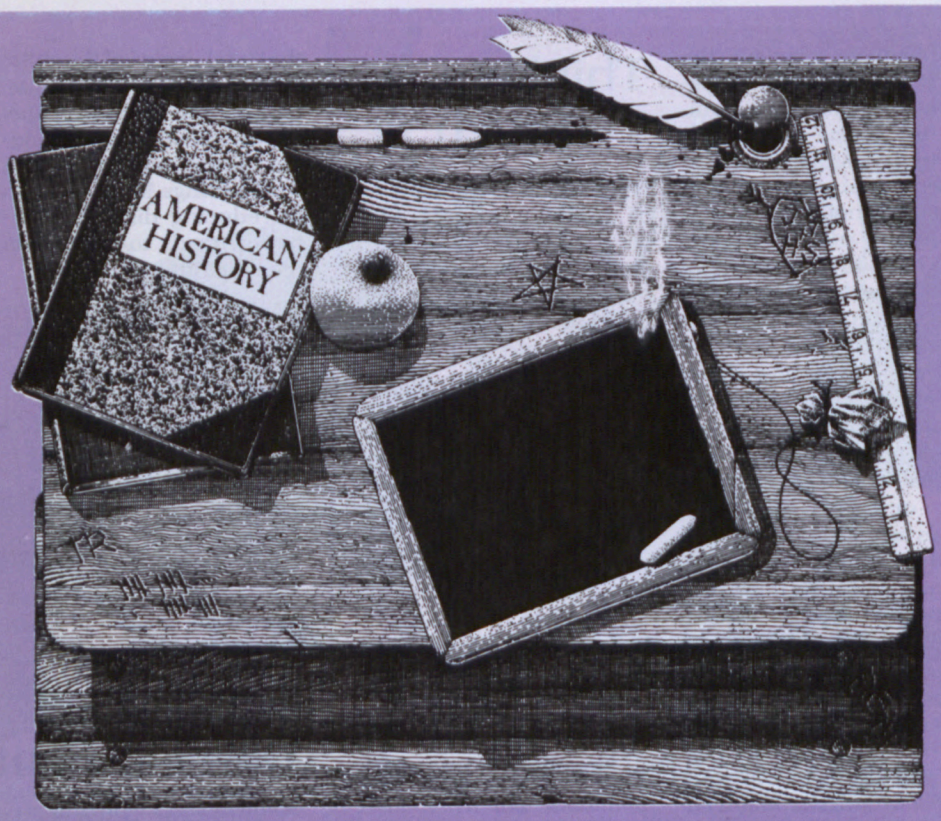
Coming on strong . . .

A reduction in electives. All agree this is happening. The villains are budget constraints and competency standards. What's left: a core secondary social studies curriculum consisting of U.S. history, government, economics/geography.

There's a difference of opinion on whether or not that's a good thing. Some see a decrease in richness. Others welcome one result—the reassertion of history as an integrating discipline.

A reemphasis on skills teaching. Except that some believe just the opposite is true; they say they're under pressure to be sources of knowledge, not skills.

Local variation and different definitions of *skills* may account for these disparities. Are people talking about map skills, inquiry skills? Reading or decision-making skills?



An emphasis on a global, multicultural approach. This usually means enlarging the scope of history and geography to cover non-Western civilizations—in their own right, not simply in their relation to Western societies. The emphasis is on cultural diversity and interdependence of people everywhere.

. . . others losing their grip

History as a series of political struggles. What's needed instead is history that includes scientific, economic, cultural, and technological developments as well.

Inquiry teaching. Regrettably and with blame assigned to the back-to-basics approach, there's evidence—such as the absence of original sources from textbooks—that students are going to be consumers of predigested information rather than junior practitioners of the social studies disciplines.

Thinkers To Watch

Anyone wanting to figure out which way is forward to the social studies today should retrace intellectual footprints at least back to the sixties before making a decision.

Start with Martin Mayer's *Social Studies in American Schools* (Harper Colophon, 1964). Mayer argues that if schools have to choose among social studies disciplines, they should go for history. Properly taught, it can do for the curriculum everything the social sciences can.

Then tick off these important articles from *Social Education*, the journal of the National Council for the Social Studies: Shirley H. Engle, "Decision Making: the Heart of Social Studies Instruction" (November 1960); James P. Shaver, "Social Studies: The Need for Redefinition" (November 1967); Douglas P. Superka, Sharryl Hawke, and Irving Morrisett, "The Current and Future Status of the Social Studies" (May 1980).

Professional Development

Routine in-service is always despised, but social studies teachers like—

Topical workshops. Often organized by foundations or consortiums of school districts and universities, they focus on particular topic areas, such as street law or global interdependence or constitutional rights. The workshops not only present content to teachers, they also provide classroom-tested materials they can take back to their classrooms.

Faculty forums. Arrangements among a social studies faculty to meet as colleagues to discuss common readings. Works are chosen for their ability to integrate the disparate disciplines that make up the social studies—for example, Erik Erikson's *Childhood and Society*, which brings to bear the insights of psychology, sociology, and history on a specific issue—in this case, the adolescent's search for identity.

Must Reading

The Future Is Now

Oddly, perhaps, in a field still dominated by history, social studies teachers are obsessed by the future. Doubtless that reflects their professional preoccupation with change. It also is a result of their conviction that the United States has passed into a new era, where problems, such as the nuclear arms race, are technological in nature and international in scope.

Social studies teachers recommend to each other: Daniel Bell, *The Coming of Post-Industrial Society* (Basic, 1973); Lester Brown, *Building a Sustainable Society* (Norton, 1981); John Naisbitt, *Megatrends: Ten New Directions for Transforming Our Lives* (Warner, 1982); Alvin Toffler, *Future Shock* (Bantam, 1970).

Textbooks

The venturesomeness and innovativeness that characterized textbooks of the 1960's and 1970's are gone.

Straight narrative history is back in, primary sources and other innovative methods are on the way out. Still, some welcome the return of the narrative, with its accompanying emphasis on people as both heroes and villains.

Old problems continue—undercoverage of minorities and women and the need for the teacher to correct when the textbook oversimplifies or is just plain wrong. Some report a new pro-business conservatism creeping back into texts.

Videotape cassettes are revolutionizing the visual presentation of social studies. They can cut film rental budgets drastically. That allows teachers to show feature-length films, in whole or in part, to illustrate certain points—for example, *Nashville*, to show what in American values makes people choose to act one way rather than another.

Words To Teach By

"It is not that simple people [or children, more to *our* point] like to hear about simple things; they want to hear about great things simply told."

—*Jane Addams*, writing at the turn of the century about the hopes of uneducated people.

Student Achievement

History in the grand manner has always been a literary art, so it's not surprising that social studies teachers are participating in writing workshops and passing on techniques to their students.

Two student writing products (based on ideas from California's Bay Area Writing Program):

Historical newspapers—news, features, even letters to the editor as they might have appeared on a given date, say, April 13, 1861, the day after Fort Sumter was fired upon.

"I-Search" papers—research reports on current topics—the Pro-Choice movement, for instance—in which students not only describe what they've learned but trace the chain of telephone interviews, position papers, press releases, newspaper articles that got them their information.

American Broadcasting Companies, Inc. © 1975.

A scene from *Nashville*

The Social Studies State of the Art Panel

Paul Ashanti-Alexander, civics teacher, Chickasha (Oklahoma) Junior High School.

James Banks, professor of education and chair, curriculum and instruction, University of Washington.

William Jay Jacobs, coordinator, history and the social sciences, Darien (Connecticut) Public Schools.

Norma Silva, social studies teacher, Lyndon Baines Johnson High School, Austin, Texas.

Stanyan Vukovich, social studies teacher, McClymonds High School, Oakland, California.

SPECIAL EDUCATION

Ideas

Trends Today

Much of the special education picture depends on how much money is available—and that depends on political decisions. Take two practices that could go hand-in-hand: more use of microcomputers in learning—if and when funds become available—and the development of Individual Education Programs for all children, not just those who have special needs.

On the other hand, any shortage of funds will probably continue to mean that students are mainstreamed at a stage when the regular classroom isn't yet the most appropriate learning environment for them.

One topic getting considerable theoretical rethinking today: the relationship between general, remedial, and special education, especially for mildly handicapped children (often considered learning disabled). More and more, students will be classified according to the type of instruction they need, not just the cause of their disability.

Programs will be coordinated to begin when a disability is first discovered and will continue smoothly through a student's life. This will mean not only more preschool identification of disabilities, but the development of real secondary special education programs—programs that have so far been neglected. In the future, individualized programs will not be adapted from programs for whole groups of students, but—with the help of computers—developed from scratch for every child.

Also in the wings are more behavioral assessment and precise performance measurement and more parent involvement.

Joe Di Dio

Time To Reconsider

Take a close look at indiscriminate mainstreaming, loose talk about "the least restrictive environment," labels like *learning disordered* or *gifted*, blanket use of behavior modification techniques.

The resource room is coming up for reappraisal, too. Informal studies suggest that little time in resource rooms is spent on learning. The conventional school year and school day also are under scrutiny. Why should all learners spend the same amount of time in school regardless of how fast they learn?

Audiovisuals

Lots of companies are making important materials for handicapped children. Among them: Bowmar, Sensory Aids Corp., Teachers Resources, Mafex Associates, Library of Special Education, Creative Systems, and Scholastic Book Service. Also available are tapes of *Feeling Free*, a TV series by the Humanities Press. Gifted students will enjoy the *Library Skills Box*, *Thinking Skills* and decision-making materials from January Productions—for example, *If It Were You, What Would You Do?*

Thinkers To Watch

Roger Kroth of the University of New Mexico at Albuquerque specializes in getting parents involved in special education.

On learning disorders, check the expert work of Samuel Kirk. Karl Skindrud, professor of special education at the University of Los Angeles (Dominguez Hills), combines research ability with thoughtfulness.

For behavioral disorders, James Kauffman is an outstanding authority on current research and techniques.

William Purkey specializes in self-concept and achievement.

Myrliss Hershey of Wichita State University has done extensive work in education of the gifted as well as in brain hemispheres.

Teaching Future Teachers

In choosing an undergraduate program, look for a variety of training exposures and a significant number of teacher trainees, along with plenty of methodology.

Some good examples: the universities of Minnesota, Northern Colorado, Connecticut, Texas; and Mississippi, Arizona, and Emporia (Kansas) state universities.

Words To Teach By

"The strength of each of us depends upon the strength of all of us."
—Willard Abraham

Student Achievement

Students are standing out by realizing that they're in charge of their lives—undoing previous diagnoses of behavioral disorders, making positive behavior edge out negative, pursuing a range of careers despite learning disabilities.

Physically handicapped youngsters are taking part in Special Olympics. They're working in their communities. And in their schools they're taking part in all subjects and electives. Gifted children are solving complex problems even before they learn to read.

The achievements of the most severely handicapped are surpassing even educators' most generous hopes. Thanks to the courage and persistence of the disabled, assumed limits of performance are no longer reliable, and every severely handicapped child demands to be regarded as an individual with no fixed limit on achievement.

Professional Development

Staying Current

Workshops and conferences, along with teacher centers and new technology centers, offer whatever is new. Some highly regarded programs are from Good Apple in Carthage, Illinois, and Precision Teaching in Great Falls, Montana. Roger Kroth does a good job with parent involvement training, and NEA's workshops on Survival of Stressed Teachers and Classroom Management get high marks.

Other useful training exercises—for any teacher—come from William Purkey (self-concept), Barbara Coloroso (discipline), and Bernie Saggau (motivation).

Must Reading

For current information, look to *The CEC Journal*, put out by the Council for Exceptional Children.

The document in the field to study thoroughly is PL 94-142, the law that spells out just what the public schools must do for our country's handicapped children.

Among books, Bruno Bettelheim's *Love Is Not Enough* (Free Press, 1950) and Pearl Buck's *The Child Who Never Grew* (John Day, 1950) are classics.

Others to check out: Grace Fernald's *Remedial Techniques in Basic School Subjects* (McGraw-Hill, 1943); B. Sarason and J. Doris' *Educational Handicap, Public Policy, and Social History* (Free Press, 1979); S. J. Gould's *The Mismeasure of Man* (Norton, 1981); *Behavior of Exceptional Children* (edited by Norris G. Haring; Charles E. Merrill, 1983); Siegfried Engelmann and Douglas Carnine's *Theory of Instruction: Principles and Applications* (Irvington, 1982).

Also particularly appreciated in the field are NEA's many books on teaching special children because they're kept up-to-date.

Useful magazines include *The Journal of Learning Disabilities, Exceptional Children, The Exceptional Parent, Behavioral Sciences,* and *Child Development.*

For anyone setting out to plan an educational program, John Naisbitt's *Megatrends* (Warner, 1982) offers a helpful outlook: don't react to present circumstances, analyze future trends.

The Special Education State of the Art Panel

Betty Amos, second grade teacher, Colby (Kansas) Elementary School.

Sharon Curley, special education teacher, Cibola High School, Albuquerque, New Mexico.

Dorothy Davis, special education teacher, Valley View School, Phoenix, Arizona.

Alice Hayden, professor emeritus of education (special education), University of Washington.

Ed Sontag, director, special education programs, U.S. Department of Education.

Chris Wallace, special education teacher, Cadwallader School, San Jose, California.

VISUAL ARTS

Ideas

Troubling Trends

Current trends are generally unfavorable for the teaching of visual arts. The call to a return to the basics, for example, often includes the suggestion that certain art courses be eliminated.

Visual literacy—the ability to understand, respond to, and talk about images—is another trend that causes problems. Many art teachers are not adequately prepared to teach it. Also, since the purpose of visual literacy is to improve a student's verbal expression, some art instructors reject it.

On the positive side is the public's emerging realization that students need increased study in art appreciation and criticism.

Art is also being used more and more as a therapy in treating people with psychological and physical ailments.

Ripe for Review

The idea that art should augment other subjects in the curriculum is long overdue for review. Although all subjects are related to one another, art need not be tied to the three basics to justify its existence. Art has a place on its own merits.

Art helps children understand the meanings of words. When children read, they form pictures in their minds of what words mean. So they must first understand the image a word represents before they can fully understand the word itself. What better way for children to understand the concept of "battle," for example, than for them to see Goya's *Disasters of War*, a series of prints about battles?

Art also opens doors to perception. Besides promoting aesthetic awareness, it allows students to be different. In art, problems have no set answers as they do in math. For example, if the problem is to draw a still life, there may be as many correct answers as there are students. Students look at the problem from different points of view, so their answers are different. Students gain greater ability in problem-solving from reviewing the many correct answers.

Must Reading

Laura H. Chapman, *Approaches to Art in Education.* (Harcourt Brace Jovanovich, 1978).

Stephen M. Dobbs, *Arts Education and Back to Basics.* (National Art Education Association, 1979).

Betty Edwards, *Drawing on the Right Side of the Brain.* (Houghton Mifflin Co., 1980; paperback, Tarcher, 1979).

Edmund B. Feldman, *Varieties of Visual Experience*, second ed. (Prentice-Hall, 1981).

Brent and Marjorie Wilson, *Teaching Children to Draw: A Guide for Teachers and Parents.* (Prentice-Hall, 1982).

Art Education, The Journal of the National Art Education Association, (September 1982). (Mini-issue on art in the mainstream).

Textbooks

Instructors of visual arts seldom use textbooks. Instead, they draw on their own experiences and backgrounds in the classroom. The only books they need are those that serve as good references. Among the best are: Edmund B. Feldman, *Becoming Human Through Art: Aesthetic Experiences in the School* (Prentice-Hall, Inc., 1970); Barbara Herberholz, *Early Childhood Art*, second ed., paperback (William C. Brown Co., 1979); June K. McFee and Rogena M. Degge, *Art, Culture and Environment: A Catalyst for Teaching* (Kendall-Hunt, 1980); *Art Education: Elementary*, paperback (National Art Education Association, 1972).

"The odd notion that an artist does not think and a scientific inquirer does nothing else is the result of converting a difference of tempo and emphasis into a difference in kind."

—John Dewey, *Art as Experience*

Professional Development

Heavy on Workshops

Workshops offered in colleges and universities across the country build on knowledge that participants already possess. Workshops patterned after New York City's Lincoln Center model, for example, heighten aesthetic awareness in participants. Enrollees in these programs, in which Lincoln Center personnel serve as advisors, attend exhibits and performances. Then they study and discuss in class what they have seen. Later, they return to the same exhibit or performance with increased knowledge and awareness.

Other workshops offer new information, such as right-brain, left-brain learning.

And then there are the workshops and conferences offered by the National Art Education Association.

Finally, there's self development. Teachers who are visual artists continue to learn by creating in their studios.

Audiovisuals

The high cost of audiovisual materials prohibits their use in some classrooms. When this is the case, teachers often create their own visuals. Using the school's video equipment, members of one class will film another class involved in an art project.

Instructors who use commercial audiovisuals recommend the McGraw-Hill *Color Slide Program of Art Enjoyment* for familiarizing students with great works of art. This slide program is extensive, consisting of 18 volumes, 24 slides per volume. It includes artists from every country.

A film that gets raves is *Images and Ideas,* the John Cataldo series for public television.

Teaching Future Teachers

The best training grounds for future visual arts teachers include the University of Southern California, Arizona State University, Ohio State University, Pennsylvania State University, and Florida State University at Tallahassee.

Thinkers To Watch

The outstanding thinkers are educators as well as visual artists. As such, they see no great distinction between the two. They recognize that art educators play an important role in the development of visual arts. That role is twofold: to teach students about the contributions that visual arts have made to our society and to help students gain an aesthetic sense.

Some of the best thinkers are Edmund Burke Feldman of the University of Georgia, Elliot Eisner of Stanford University, Stephen Dobbs of San Francisco State University, and Nancy MacGregor of Ohio State University.

They remind supporters of the back-to-basics movement that visual art has a place in the curriculum. They also point out that before people could read or write or solve a mathematical equation, people created visual images; and it is only through creating that people will continue to be productive.

Every visual arts classroom also has an outstanding thinker—its teacher. These teachers complement their first-hand knowledge of the subject by taking evening and summer courses. They contribute to the flow of ideas through their participation in art education associations.

The Visual Arts State of the Art Panel

Kenneth Marantz, chair, department of art education, Ohio State University.

Genevieve Phelps, art teacher, Princeton (West Virginia) Junior High School.

Kenneth Prater, visual arts instructor, Gahanna (Ohio) Middle School.

Eddy Seger, art teacher, South, West, and Fairview Elementary Schools, Dover, Delaware.

Pat Waters, art teacher, Oldham County High School, LaGrange, Kentucky.

COUNSELING

Ideas

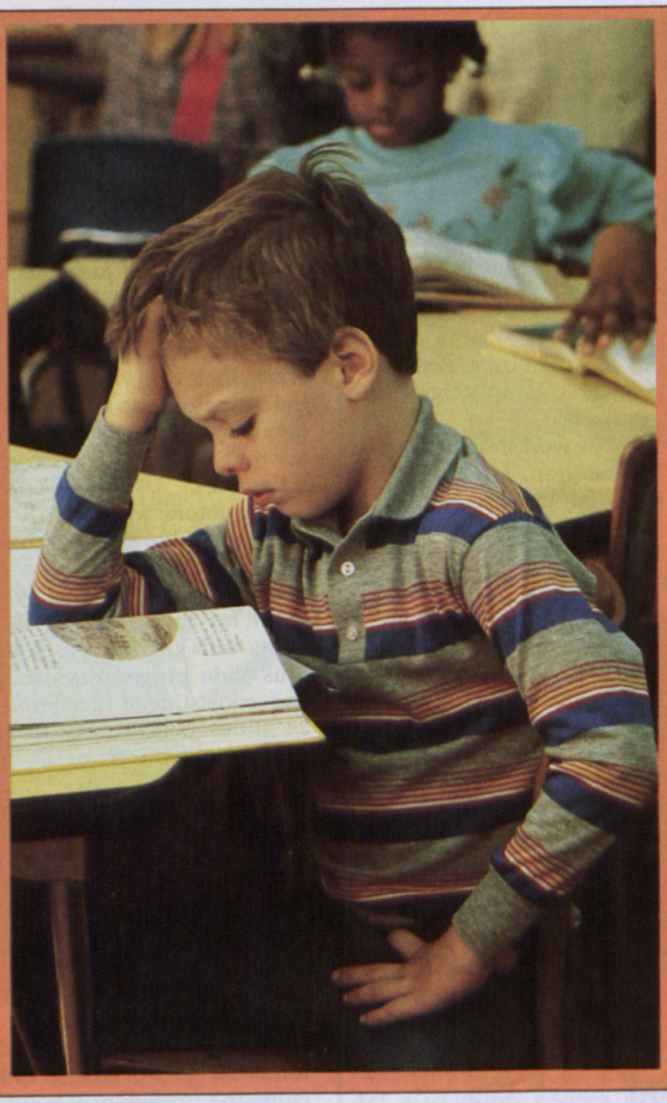
Some emerging . . .

The new attitude in counseling is—the earlier, the better. Or, don't wait for disaster.

In the past, counseling was generally thought of as a task for the secondary school. Surely elementary students—cherubic, naive, still so young—could have no real problems, certainly none that would require professional help.

Today's educators know better. The most serious problems of adolescence and even of adulthood—alcoholism, drug abuse, depression, suicidal impulses, sexual conflicts—are showing up in the pre-teen population. And even the very young don't seem to be immune from them.

These facts explain the new push to offer a variety of counseling services at the elementary level. There's clear evidence that behavioral problems are more easily identified, treated, and remedied in young children than in adolescents. What may be no more than a psychological bruise for a child at age nine can, if untreated, easily become a gaping wound by age 16.



The other major development in counseling—a sign of the economic times—is more sustained and more systematic career guidance. Is Jenny better suited to become a firefighter, a chemical engineer, or a ballerina? Whatever the answer, it probably won't be based on guesswork.

. . . some ready for the scrap heap

Few who work with young people now believe that counseling should be reserved only for the troubled or the troublesome. The notion that "normal people" don't need professional guidance or at least an occasional psychological checkup is finally getting a long-deserved burial.

Also headed for the grave is the idea that one-on-one counseling is necessarily the best type. Group settings are now more common, and peer counseling is gaining wider acceptance. Few counselors or educators these days cling to the fiction that young people lack the maturity and sensitivity to help each other. Often, a word from a peer is peerless.

Teaching Future Teachers

The counselor's role would be far easier if more teachers had a background in counseling. At the very least teachers should know when to intervene and refer a student to a counselor. And they've got to be able to do so in a sensible and sensitive manner.

That's part of the reason that many counselors are now offering workshop/training sessions for their teaching colleagues. The hope is to ensure that counseling is not a one-person show but a school-wide program. All school employees should be working to help students build their confidence and self-esteem.

This goal would be more easily attained if schools of education offered more courses in counseling and guidance techniques. And most counselors insist that these courses should be *required*. For too long the counselor's position has been a lonely one.

As for their own education, counselors are enthusiastic about a slew of university programs. Among them: Rutgers, Penn State, Purdue, Portland (Oregon) State University, the University of Denver, Ohio State.

Student Achievement

Most educators understand well that the world has become a tougher place in which to grow up. And they are impressed by what others might consider ordinary: the ability of young people to cope with the pressures of the contemporary scene. Today's students are fighting the good fight. And most of them are winning. Or at least fighting to a draw.

Professional Development

Counselors who have national (as opposed to merely state) certification must present evidence each year of professional development activities. As more and more counselors seek to become nationally certified, this requirement will no doubt increase the number of workshops and in-service training opportunities available to counselors. At present most counselors agree that the American Personnel and Guidance Association's Professional Development Institutes offer the best professional development programs.

Thinkers To Watch

And Their Thoughts

The best thinkers in counseling are insisting upon more systematic counseling programs. They've had it with the hit-or-miss approach that so often misses more than it hits. Counselors shouldn't have to wait until a student acts inappropriately or dissolves in depression before seeing that student. At the very least, schools need to give counselors a chance to introduce themselves and explain their role to *all* students.

Among those who could no doubt convince students that a visit to the counselor might (like a regular dental checkup) be a good idea are—

Dave Capuzzi, whose main work is on the implications of new and changing family patterns, child abuse, death and dying.

Sunny Hansen, whose special interests are career guidance and the reduction of gender bias in choice-making

Roger Aubrey, an expert on the relationship between guidance theory and education theory.

William Glasser, a leading advocate of the view that adults have a responsibility to help young people develop positive self-images.

Robert R. Carkhuff, who has worked to develop methods that personalize the relationship between helper and client.

"This process of healthy living is not, I am convinced, a life for the fainthearted. It involves stretching, growing, becoming more and more of one's potentialities. It involves the courage to be."

—Carl Rogers

Joe Di Dio

Must Reading

The verdict is just about unanimous. If you're going to keep on your toes as a counselor, you'd better subscribe to *The Personnel and Guidance Journal*, published 10 times yearly by the American Personnel and Guidance Association. Also strongly recommended are *The School Counselor*, published five times yearly by the American School Counselors Association; William Glasser, *Reality Therapy* (Harper and Row, 1975); Garry R. Walz and Libby Benjamin (eds.), *New Imperatives for Guidance* (ERIC/CAPS and ASCA, 1978); Norman C. Gysbers and Earl J. Moore, *Improving Guidance Programs* (Prentice Hall, 1981); W. W. Tennyson, et al., *Career Development Education: A Program Approach for Teachers and Counselors* (National Vocational Guidance Association, 1981).

The Counseling State of the Art Panel

Edwin Herr, head, counseling and educational psychology, Penn. State University; president, American Personnel and Guidance Association.

Ronald Gray, kindergarten teacher, Cole School, Cheyenne, Wyoming.

Sara Roberson, teacher in an elementary enrichment program for American Indian children, Minneapolis Public Schools.

Mary Wall, guidance counselor, Mainland Regional High School, Linwood, New Jersey.

Anthony Libretti, guidance coordinator, Rumson-Fair Haven Regional High School, Rumson, New Jersey.

Vocational Education

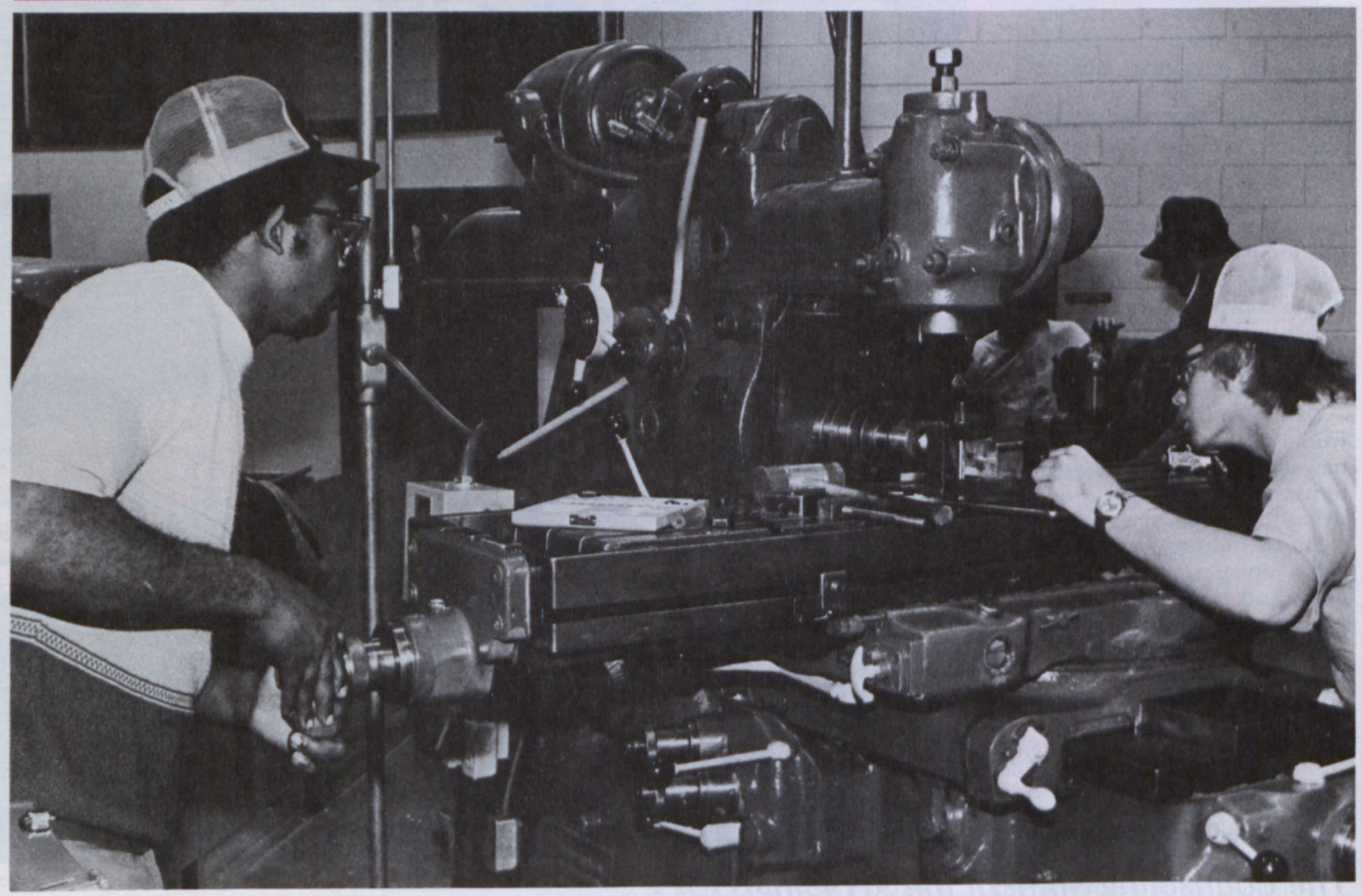
Student Achievement

Clubs Abound

FFA, DECA, VICA, FHA, HOSA, FBLA—all of which end in "of America" and stand respectively for Future Farmers, Distributive Education Clubs, Vocational Industrial Clubs, Future Homemakers, Health Occupations Students, Future Business Leaders. These are the student clubs through which voc ed teachers sharpen their students' skills in fields ranging from electronics to word processing, as well as in leadership. Skills olympics take the best students to competitions at local, state, even international levels.

For some teachers, achievement isn't a matter of demonstrating skills so much as one of solving problems. The successful students are those who apply what they know—which of five ways of producing multiple copies, for instance—when they're asked to reproduce a press release or a 50-page report.

Or the achievement may translate simply into the smile on the face of the home ec student who has just created his first pair of designer jeans (they still do sew!) or found a cheaper car insurance policy.



Ideas

A Definition

Programs to help young people learn what behavior the world of work expects . . . plus some saleable skills . . . also how to be intelligent consumers who live in healthy families.

Emerging Trends

More school-industry partnerships. Businesses are donating obsolete but still valuable equipment to schools—word-processors, for example.

Schools are training students to use the state-of-the-art equipment that new plants bring when they locate in a community. But vocational educators warn their colleagues to remember that while industry *trains*, schools must *teach* generalizable skills—office-wide uses of computers, for example, as opposed to computer procedures for insurance input clerks.

Integration of vocational and academic instruction—in physics and auto mechanics, to raise the calibre of technological training; in English and word-processing,to create a new course in management information.

On the Way Out

Cooking and sewing as we have known them. The new home economics seeks to produce young men and women who can do more than bake Apple Brown Betty—students who learn to choose and live a life of quality.

The classroom as the sole source of academic credit. People will increasingly be able to "test out" of courses by demonstrating mastery no matter where or how obtained.

Rigid time-frames. Classes will meet as long and as often as necessary for the learning task—rather than for an hour 180 days a year.

Group instruction. Individualized competency-based instruction—increasingly by or with computers—is replacing traditional group learning.

"The Third Wave work force requires workers who invent, who challenge—people who sometimes make a nuisance of themselves."
—Alvin Toffler

Must Reading

Professional reading should be as much about the real world as about how to teach about it. That means, for instance, following electronics magazines in addition to electronics education magazines; the *Wall Street Journal* and the business and technology departments of *Time* and *Newsweek* as well as professional publications.

Two recent publications in the field: *Handbook for Developing Competency-Based Training Programs* by William Blank (Prentice-Hall, 1982); and "A Practical Action Teaching Model" by Janet F. Laster, *Journal of Home Economics* (Fall 1982).

And an old one: Sidney B. Simon et al, *Values Clarification: A Handbook of Practical Strategies for Teachers and Students* (Hart, 1972)—for the activities it suggests for life skills courses. Don't forget the yearbooks, journals, and other publications of the American Vocational Association and the National Center for Research in Vocational Education at Ohio State University.

Textbooks

High on A-V

In some subjects at least, there's a new textbook technology for keeping up-to-date: computer software. Traditional textbooks and computer software can work well together. A printed textbook can, for instance present the basics of accounting while a computer disk exhibits current payroll withholding rates.

Overall, there's an emphasis on audiovisual materials, including slide-tape productions. Two producers who are commended: Vocational Industrial Clubs of America (VICA) and Guidance Associates, Inc.—the latter for its life skills series, whose subjects range from human sexuality to buying insurance.

Teaching Future Teachers

Some vocational educators enter the profession in a unique way: direct from the workshop, where they have been expert aircraft mechanics, cosmetologists, or welders. How to turn such practical promise into pedagogical performance?

Oklahoma State University in Stillwater puts candidates through an intensive three-day Teacher Survival Competency Training program. When they come out, they've got the basics in tool control, class organization, lesson plans, discipline—among other subjects. They're ready not only to survive the first year but to go on to earn their college degrees.

Professional Development

Voc ed teachers must learn to work smarter, they say, not longer and harder. This means they must undertake continuous re-education—making sure they know what's going on in business and industry and among their colleagues in other vocational and in academic disciplines.

They should visit plants, firms, and other schools.

They should also make sure their district facilitates new learning by giving teachers time off, covering expenses, and crediting learning activities in the teacher evaluation process.

The point is to make it easy for voc ed teachers to see how their subject fits with the rest of the curriculum to prepare all youths for their future academic, civic, and vocational duties.

The Vocational Education State of the Art Panel

Melvin Barlow, professor emeritus, University of California at Los Angeles.

Beverly Baynes, chair, department of business education, Greenwood (Indiana) Community High School.

Nancy Finck, teacher, Life Skills Department, Brattleboro (Vermont) Union High School.

Jean Hanson, former director, Pine to Prairie Vocational Center, Red Lake Falls, Minnesota; member, National Advisory Council on Vocational Education.

Dwight Snider, electronics instructor, Tri-County Area Vocational Technical School, Bartlesville, Oklahoma.

PERFORMING ARTS

Ideas
Trends To Watch

School budget problems are taking their toll on music education. Classroom teachers are filling in gaps where music teachers used to be. But at the university level, the search for students is having some healthy results: music departments are offering more community involvement programs.

Lifelong music learning is taking other forms, too—community bands, orchestras, and choruses as well as private and group music lessons.

Computers are helping out with instruction in sight-singing, ear training, and music dictation.

All in all, the music education field needs frequent reevaluation in light of new findings on musical learning, child development, physiology, psychology, creativity, and memory.

More and more students in jazz classes aim to become jazz performers or teachers, not just to enjoy jamming. New in the discipline is a comprehensive method called the Dick Grove State Band Reading method.

The emergence of the student playwright is a welcome trend in drama education, but it will need a lot of support from English teachers if it is to continue. Less welcome is the division of students into either actors or technicians, not both.

Computers have a lot to do with this separation. By addressing technical problems, they've set up a demand for greater technical creativity in the theatre.

At the same time, in drama as in music, growing public interest is leading to local development everywhere. In drama, this includes children's community acting companies as well as dinner theatres and amateur community troupes.

Teaching Future Teachers

Prospective music teachers looking for good preparation can start by asking themselves a few questions about the schools they consider. Are the private instructors skilled performers on the instruments they teach? Are ensembles available for specific disciplines? Does the institution offer adequate field experience? Have former students contributed notably to music education? Is the institution accredited by the National Association of Schools of Music? The student will also need to decide whether a large or small, public or private college or university or a conservatory best fills the bill.

The Eastman School of Music meets anyone's standards of quality. Prospective jazz teachers might also turn to the Berklee College of Music; Southern University; Wayne State, Memphis State, or North Texas State universities; the University of Northern Colorado or of Pittsburgh; or Los Angeles Community College.

Most state universities offer theatre arts or fine arts majors that offer future teachers sound preparation for coaching drama. Some of the best are New York University; Duke University; and Indiana, Tennessee, Florida, and Memphis State universities.

Words To Teach By

"A good actor is one who can keep the audience from coughing."

—Unknown

Student Achievement

Young musicians set a high standard in a crowd of regional, state, and national competitions—in jazz, for example, they vie for the Downbeat Outstanding Combo Album.

Young playwrights and actors show what they can do in local productions across the nation. New York sees some of their best work, at the Young Playwrights Festival of the Foundation of the Dramatists Guild.

An exceptional performance was the surprisingly mature interpretation of *Who's Afraid of Virginia Woolf* that the actors of Webster Grove (Missouri) High School presented at the 1982 International Thespian Conference at Ball State University in Indiana. The young performers of the Broadway musical and now TV series *Fame* show what students can do in a variety of fields.

Thinkers To Watch

They range from Dizzy Gillespie and Slide Hampton in jazz to Edward Albee and Harold Pinter to those drama sages who don't dissect theatre but give practical advice, encouragement, and exercises to theatre students.

Bennett Reimer creates awareness of the need for arts education. . . .

Jerome Bruner's theories of the spiral curriculum and modes of learning have affected methods in music teaching. . . .

Eunice Boardman has done much to develop the curriculum content in current music books. . . .

Marilyn Zimmerman's research in child development has helped make music teaching more effective.

Must Reading

Bennett Reimer's *A Philosophy of Music Education* (Prentice-Hall, 1970) is a classic in its field. Music teachers also rely on *Sound, Beat, and Feeling* by Robert Choate, Barbara Kaplan, and James Standifer (American Book Company, 1972) and the publications of the Music Educators National Conference, such as *The School Music Program* (1974) and the *Music Educators Journal* and *Journal of Research in Music Education.*

Downbeat Magazine is a necessity for jazz educators—so's the *Jazz Educators Journal* and *The Complete Book of Jazz Improvisation.*

Essential reading for drama teachers ranges from Uta Hagen and Haskel Frankel's *Respect for Acting* (Macmillan, 1973) and Robert Lewis' *Advice to the Players* (Harper and Row, 1980) to Oren Parker and Harvey Smith's *Scene Design and Stage Lighting* (Harcourt, Brace & Winston, 1979) and Henning Nelms's *Play Production* (Barnes & Noble, 1958), a basic acting and technical primer.

Joan Fontaine's *No Bed of Roses* (Berkley, 1979), Moss Hart's *Act I* (Random House, 1976), and Cindy Adams' *Lee Strasberg: The Imperfect Genius of the Actor's Studio* (Doubleday, 1980) give a rounded picture of life for the dramatist and actor.

Professional Development

Jazz teachers can get summer workshops at good schools of music and university music departments, along with independent programs like Birch Creek Farm, Clark Terry's Great Plains Jazz Camp, and the Band Directors Jazz Workshop.

Drama teachers have one special resource that comes in odd-numbered years: the American Community Theatre Association's drama festivals at the state, regional, and national levels. Any university that has a regular relationship with an established theatre—such as that of Florida State with the Aslo Theatre in Sarasota—can offer needed experience.

Learning Materials

A Complete Method for Jazz Improvisation and *Ear Training for the Jazz Musician* can help jazz teachers put their students on the path to disciplined creativity. Other music teachers swear by *The Music Book* (Holt, Rinehart, & Winston, 1981) and *Silver Burdett Music* (1981).

Drama teachers turn to Judith Roberts Seto's *The Young Actor's Workbook* Doubleday, 1979) and to Fran Turner's *Basic Drama Projects* (Clark Publishing). After conveying the essence of just about every aspect of theatre, Turner concentrates on practical exercises for students.

The best audiovisual aids for drama students are audio or video tapes of their own performances.

The Performing Arts State of the Art Panel

Greg Clouspy, choral music director, Franklin Middle School, show choirs director, Franklin Senior High School, Reisterstown, Maryland.

Tom Murphy, director, KCHS drama, Kenai (Alaska) Central High School.

Sharon Rasor, creative arts center, Wright State University, Dayton, Ohio.

Ron Townsend, jazz teacher, High School of the Performing Arts, Dallas, Texas.

Adeline VanParys, drama coach, Seminole (Florida) High School.

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Education '83

Our Year in Review

EDUCATION '83

Portrait of a Teacher

	1973	1976	1979	1982
Distribution of teachers by assignment				
Elementary	50.7%	49.3%	47.5%	45.4%
Middle or junior high	21.5	23.9	26.6	25.8
Senior high	27.8	26.8	25.8	28.8
Distribution of secondary teachers by subject taught				
Agriculture	0.5%	0.6%	0.4%	0.3%
Art	3.3	4.0	2.9	3.7
Business education	6.2	4.4	4.3	5.2
English	20.6	21.9	24.7	21.5
Foreign language	4.2	3.3	4.4	3.1
Health and physical education	8.7	9.4	9.2	8.7
Home economics	4.1	4.1	3.5	2.8
Industrial arts	5.6	3.2	3.6	2.5
Mathematics	12.5	14.0	15.3	12.1
Science	13.4	9.4	11.5	12.8
Social studies	12.4	13.3	14.5	13.0
Music	4.4	4.5	3.7	5.2
Special education	1.6	4.2	0.4	6.8
Driver education	0.6	0.4	0.8	0.4
Vocational	1.6	3.2	0.9	1.4
Highest degree held				
Bachelor's	65.6%	58.4%	54.0%	47.8%
Master's or six years	32.9	40.1	45.0	51.5
Current annual contract salary—mean				
All teachers	$ 9,835	$12,145	$14,597	$19,017
Elementary	9,618	11,870	14,140	18,482
Secondary	10,038	12,395	14,775	19,462
Men	10,636	13,201	16,023	20,339
Women	9,370	11,572	13,873	18,392

	1973	1976	1979	1982
Northeast	11,134	13,360	16,691	20,228
Southeast	8,209	10,191	12,174	16,037
Central	10,011	12,065	14,669	19,242
West	9,749	12,913	15,309	20,007
Teaching experience				
Total years teaching—median	8	9	10	12
Total years in present school system—median	5	6	8	10
Age of teachers—median years				
All teachers	34	34	35	38
Elementary	36	35	36	38
Secondary	33	35	35	38
Men	33	35	35	39
Women	31	33	36	38
Gender				
Men	36.0%	34.8%	33.3%	33.1%
Women	64.0	65.2	66.7	66.9
	1973	**1976**	**1979**	**1982**
Race				
Black	7.5%	8.7%	8.4%	9.9%
White	91.3	89.8	90.2	88.3
Hispanic	1.5	2.5	1.6	2.2
Other	1.2	1.5	1.4	1.8
Political affiliation				
Democrat	37.8%	38.7%	40.7%	44.1%
Republican	29.4	23.3	22.0	23.4
Other	0.3	0.3	0.4	0.2
No party affiliation	32.5	37.7	36.9	32.3
Percentage of teachers who are NEA members	56.2%	70.8%	71.0%	80.3%

Source: NEA Research

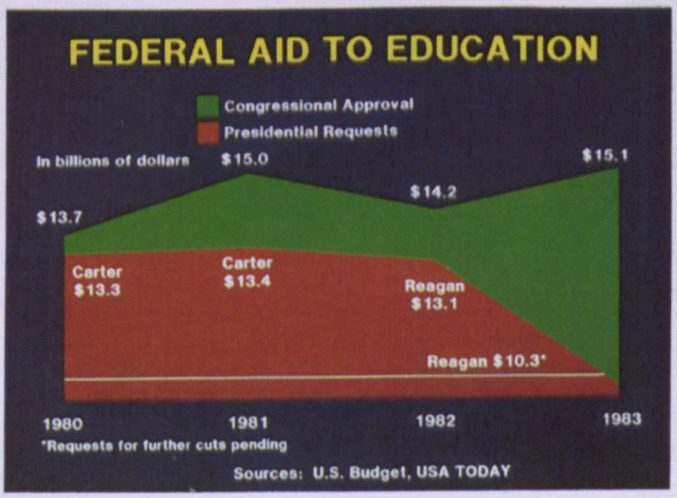
Actions Belie Words

President Reagan claims not to have slashed funds for public education. That's true. But he sure has tried—and is still trying. Only resistance by Congress has stopped or at least slowed the President's shameful assault on public education.

The next time the President claims to want to improve our nation's education system, someone should ask him to explain the figures at right.

"It is time to end the rhetoric. It is time to restate the principle that a strong public school system is at the heart of a strong, diverse America."

—U.S. Rep. Dan Glickman



Teacher Pay: Too Low, Too Long

Classroom teacher salaries for 1982-83 averaged $20,603, up from last year's $19,142. In almost a third of the states—16 to be exact—the salary average is below $18,000. And in six states, it hovers around $15,000. The average starting salary nationwide is well below $14,000.

Estimated Average Salaries of Public School Teachers, 1982-83

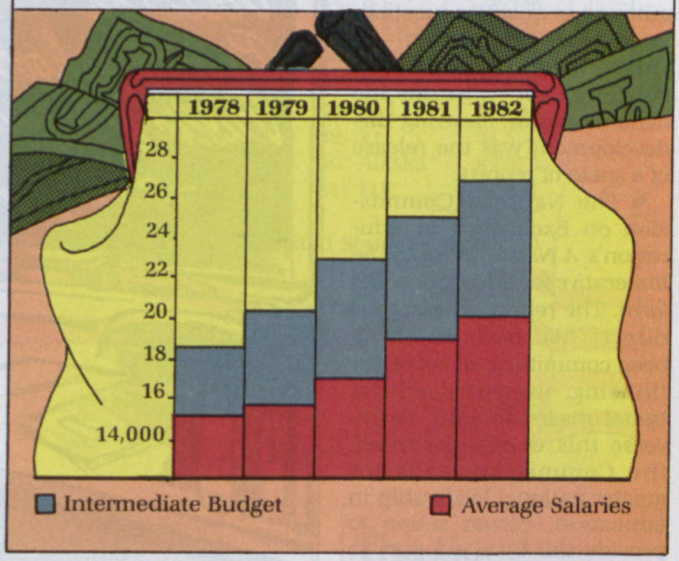
1.	Alaska	$33,953
2.	D.C.	26,048
3.	N.Y.	25,100
4.	Hawaii	24,796
5.	Mich.	23,965
6.	Calif.	23,935
7.	Wyo.	23,690
8.	Wash.	23,413
9.	R.I.	23,175
10.	Md.	22,786
11.	Ill.	22,618
12.	Minn.	22,296
13.	Wis.	21,866
14.	N.J.	21,642
15.	Colo.	21,470
16.	Oreg.	21,301
17.	Pa.	21,000
18.	Nev.	20,944
19.	Utah	20,926
20.	Conn.	20,795
21.	Del.	20,625
	United States	*20,603*
22.	N. Mex.	20,600
23.	Ariz.	20,170
24.	Ind.	20,067
25.	Ohio	20,004
26.	Tex.	19,569
27.	Mont.	19,463
28.	La.	19,265
29.	Mass.	19,000
30.	Iowa	18,990
31.	Va.	18,707
32.	Ky.	18,400
33.	N. Dak.	18,390
34.	Fla.	18,380
35.	Okla.	18,240
36.	Kans.	18,231
37.	Ala.	17,850
38.	N.C.	17,836
39.	Idaho	17,549
40.	Mo.	17,493
41.	Tenn.	17,425
42.	Ga.	17,412
43.	Nebr.	17,412
44.	W. Va.	17,322
45.	S.C.	16,430
46.	Maine	15,772
47.	S. Dak.	15,595
48.	N.H.	15,353
49.	Vt.	15,338
50.	Ark.	15,029
51.	Miss.	14,323

Source: NEA Research

Losing Ground to Inflation

NEA Research has released its 1982-83 edition of *Estimates of School Statistics*. If you're among those who teach in the K-12 corps, the subject of this survey is you.

The good news is that your current (1982-83) salary is—according to nationwide figures—7.3 percent higher than in 1981-82. The bad news is that your salary is still only 75 percent of what the government defines as an "intermediate budget." So skip those thoughts of a Mercedes or perhaps even of a Schwinn. Your real purchasing power has remained essentially unchanged. Undervalued before, you remain undervalued.



Top of the Class

The annual *Teacher of the Year* Award is probably the most prestigious award any educator can receive. This year's winner, chosen from the state finalists listed below, was Manchester, Connecticut's Lee Hay.

Hay, an English teacher and Association activist, believes American Education is on the threshold of an exciting era of change and promise.

"I love teaching," says Hay, "and I wouldn't even consider doing anything else."

1983 State Teachers of the Year

Alabama
Thomas Fairweather
Alaska
Merrily Hill
Arizona
Margueritte Caldwell
Arkansas
Cecilia Tilmon
California
Suzanne Charlton
Colorado
Bambina Marcantonio
Delaware
Harriett Donofrio
Florida
Elizabeth Kentosh
Georgia
James McRaney
Hawaii
Ralph Oshiro
Idaho
Katherine Young
Illinois
Elaine Parker
Indiana
Victor Bardonner
Iowa
M. Gene Ulrich
Kansas
Patricia Williams-Boyd
Kentucky
Lenora Hay
Louisiana
Phyllis Crawford
Maine
Marlene Day
Massachusetts
Donald Pottle
Michigan
Hugh Spagnuolo
Minnesota
Thomas Girtz
Mississippi
Martha Morrow
Missouri
Charles McLaughlin
Montana
Donald Goddard
Nebraska
Julie Schanou
Nevada
Patricia Rowe
New Hampshire
Ann Ranta
New Jersey
Penny Cipolone
New Mexico
Armor Marchbanks
New York
Stewart Bogdanoff
North Carolina
James Williams
North Dakota
Iris Swedlund
Ohio
Inga Smith
Oklahoma
Nancy O'Donnell
Oregon
Jean Hoem
Pennsylvania
Roger Babusci
Rhode Island
Marcelline Zambuco
South Carolina
Catherine Williams
South Dakota
Gerald Loomer
Tennessee
Eleanore Zurbruegg
Texas
Patricia Taylor
Utah
Doris Kenison
Vermont
Francis Gyra, Jr.
Virginia
Maureen O'Donnell
Washington
Willie White
West Virginia
Rosemary Phillips
Wisconsin
Lois Ulvin
Wyoming
Ann Tollefson

EDUCATION '83

A Nation Awakening

Spring 1983 brought the blossoming of a new public awareness—the awareness that our national security, our economic prosperity, and our international preeminence demand an unqualified commitment to quality education. Suddenly NEA's slogan—"A Strong America Needs Strong Public Schools"—became the nation's slogan. Spurring this development was the release of a spate of reports:

- The National Commission on Excellence in Education's *A Nation at Risk: The Imperative for Educational Reform.* The report's message is direct: "We have, in effect, been committing an act of unthinking, unilateral educational disarmament." To reverse this dangerous trend, the Commission calls for greater national leadership in education, citizen action to provide the fiscal support to achieve necessary reforms, and increased teacher salaries.
- The College Board's report on the basic competencies that mark a good high school education. The report emphasizes computer literacy as well as education in the arts.
- The Task Force on Education for Economic Growth's report on the relationship between quality education and "our national survival." This report echoes many of the recommendations of *A Nation at Risk*—including higher teacher salaries and more energetic leadership at the federal level.
- *The Twentieth Century Fund Report on Federal Education Policy.* This report calls for "a national commitment to excellence in our public schools" and denounces any proposals to slash public education funds.

© 1983 by Herblock in *The Washington Post*

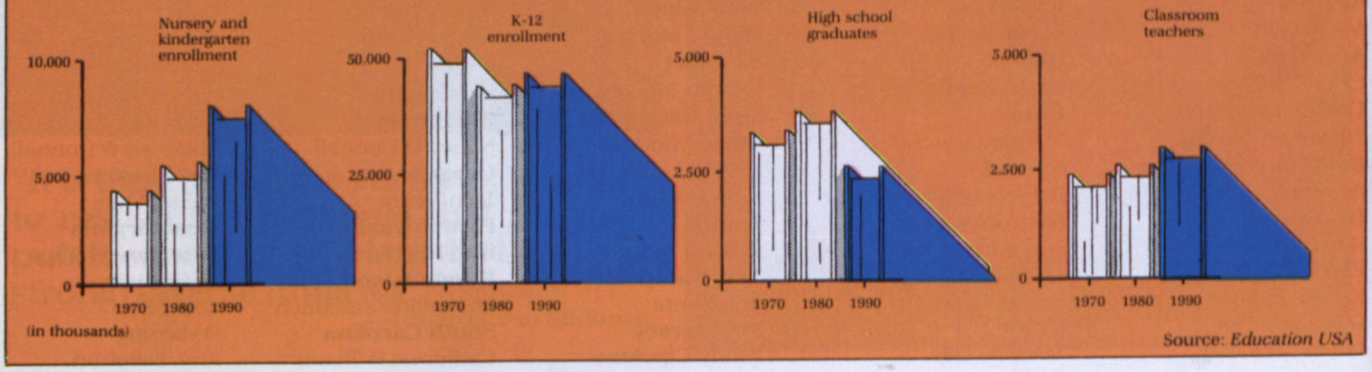
"Twenty years ago, Robert Frost wrote that education is what you get if you hang around long enough. Without arguing with the poet, this report [*A Nation at Risk*] suggests that education is what we get if we commit enough time and people and money to our children. And if we don't, they may not have much more to do than hang around."

—James Wooten
ABC News Correspondent

Boomlet Will Mean Shortage

NEA Research estimates that for 1982-83, student enrollment is down roughly 1 percent—from 40.1 to 39.7 million. The result, of course, is a decline in the number of classroom teachers—down by more than 19,000.

But by now, we've all heard noises about the effects of the mid-eighties baby boomlet. Maybe the government will wake up when we find ourselves, as predicted by the National Center for Education Statistics, short 37,000 teachers by 1986.



Source: *Education USA*

The Envelope, Please

Laura Savage, a senior at Houston Baptist University, won NEA's first annual national student teaching competition. A panel of national education experts selected Savage over two other finalists—Angela Janda of Silver Lake College in Manitowoc, Wisconsin, and Gary Mazzola of the University of Dayton.

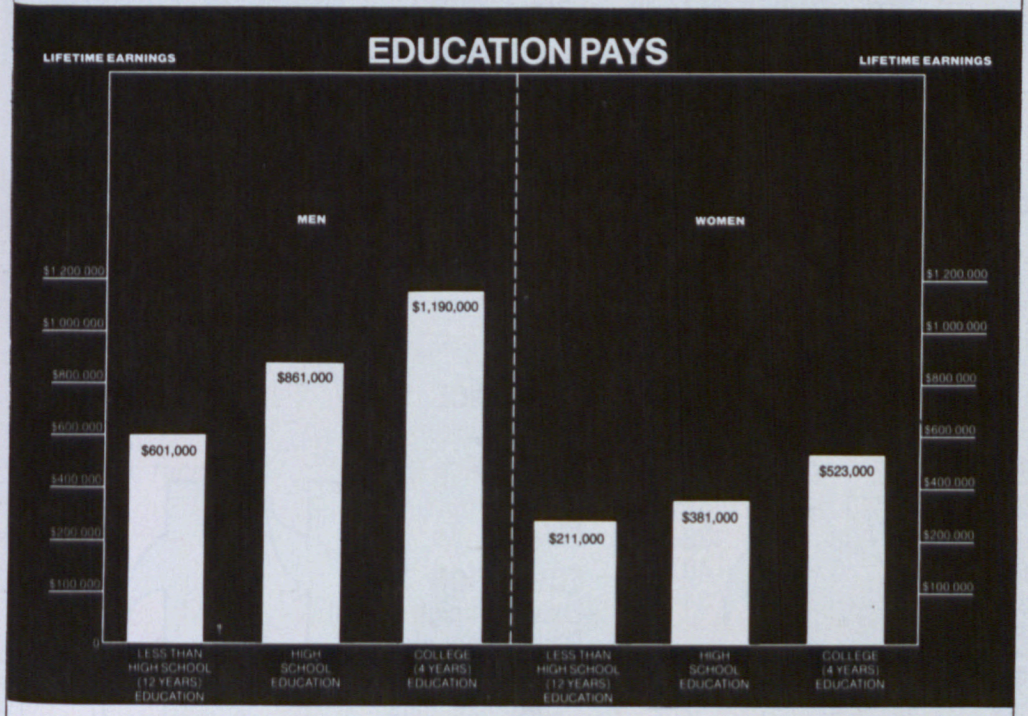
California—There They Came

Public school enrollments for the 1982-83 school year dipped below the 40 million mark. California—topping all states—claimed more than 10 percent of that total. The state-by-state figures follow.

1. Calif.	4,065,486	13. Va.	975,717	36. N. Mex.	269,111
2. Tex.	2,985,659	14. Mass.	925,160	37. Nebr.	269,009
3. N.Y.	2,705,413	15. Tenn.	827,857	38. Maine	211,986
4. Ill.	1,875,770	16. Mo.	802,841	39. Idaho	205,020
5. Ohio	1,850,800	17. Wis.	784,830	40. Hawaii	161,874
6. Pa.	1,781,000	18. La.	775,700	41. N.H.	161,298
7. Mich.	1,744,700	19. Wash.	738,571	42. Mont.	151,988
8. Fla.	1,527,784	20. Ala.	724,037	43. Nev.	151,100
9. N.J.	1,172,520	21. Minn.	718,662	44. R.I.	137,538
10. N.C.	1,104,220	22. Md.	699,136	45. S. Dak.	123,625
11. Ga.	1,053,700	23. Ky.	652,000	46. N. Dak.	116,569
12. Ind.	999,542	24. S.C.	604,600	47. Wyo.	101,665
		25. Okla.	593,825	48. Del.	92,645
		26. Colo.	545,209	49. Vt.	91,500
		27. Ariz	545,000	50. Alaska	89,973
		28. Iowa	505,582	51. D.C.	87,581
		29. Conn.	505,400		
		30. Miss.	462,461	United States	39,707,940
		31. Oreg.	448,184		
		32. Ark.	432,565		
		33. Kans.	407,074		
		34. W. Va.	375,115		
		35. Utah	369,338		

Lifetime Learning—and Earning

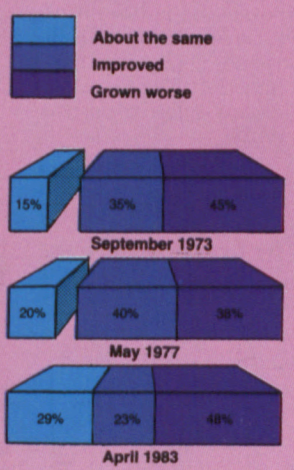
The old sheepskin still makes a difference—especially if you're a male. The chart below compares the lifetime earnings of those who wander the groves of academe for four years and those who seek (but seldom find) greener pastures.



Source: U.S. Census Bureau

The Good Old Days?

Almost half of us now believe that the quality of our lives has worsened during the past decade. But, as the chart below shows, we don't exactly tend to be a mushily nostalgic people.



EDUCATION '83

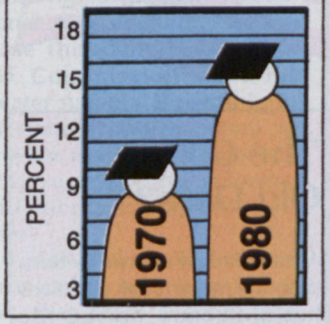
Still Room For One Room

A piece of Americana—the one-room school—is still alive. In 1930 there were 150,000 one-room schools. Today, reports the National Center for Education Statistics, only about 900 are still operating, including C. E. Ball School, pictured here, in West Forks, Maine.

Jay Reiter

The "Me-Decade" In A Nutshell

During the sleepy 70's, the average age of the American citizen jumped from 27.9 to 30.3 years. And the number of us who completed college leapt by almost 55 percent—from 1 in 9 to roughly 1 in 6.



Visual Junk Food

The debate over the effect of TV viewing on kids continues. But what are they watching? Well, mostly junk. Listed below are the 10 favorite TV shows of the nation's 19.1 million children between the ages of 6 and 11.

1.	Happy Days	26.4%
2.	Laverne and Shirley	24.8
3.	Knight Rider	22.6
4.	Disney	21.3
5.	CHiPs	20.4
6.	Diff'rent Strokes	20.3
7.	Dukes of Hazzard	18.5
8.	Silver Spoons	18.2
9.	Joanie Loves Chachi	16.8
10.	Powers of Matthew Star	16.5

The Best of The Banned

The prize goes to J. D. Salinger. Between 1965 and 1982 his novel *The Catcher in the Rye* attracted more attention from book-banning crusaders than any other literary work, according to the National Council of Teachers of English (NCTE).

But Salinger's lead is not safe. NCTE reports that challenges to books in high school libraries have increased steadily during the 16 years the organization has officially recorded such occurrences. Among those closing in on Salinger's lead are John Steinbeck *(Of Mice and Men* and *The Grapes of Wrath)*, Ernest Hemingway *(A Farewell to Arms)*, and George Orwell *(1984)*. Nice company.

"Civilization is a race between education and catastrophe."
—H. G. Wells

Attitudes on the Quality of Education

"Is the quality of public education better or worse than when you went to school?" That was the question. The answers revealed differing perceptions.

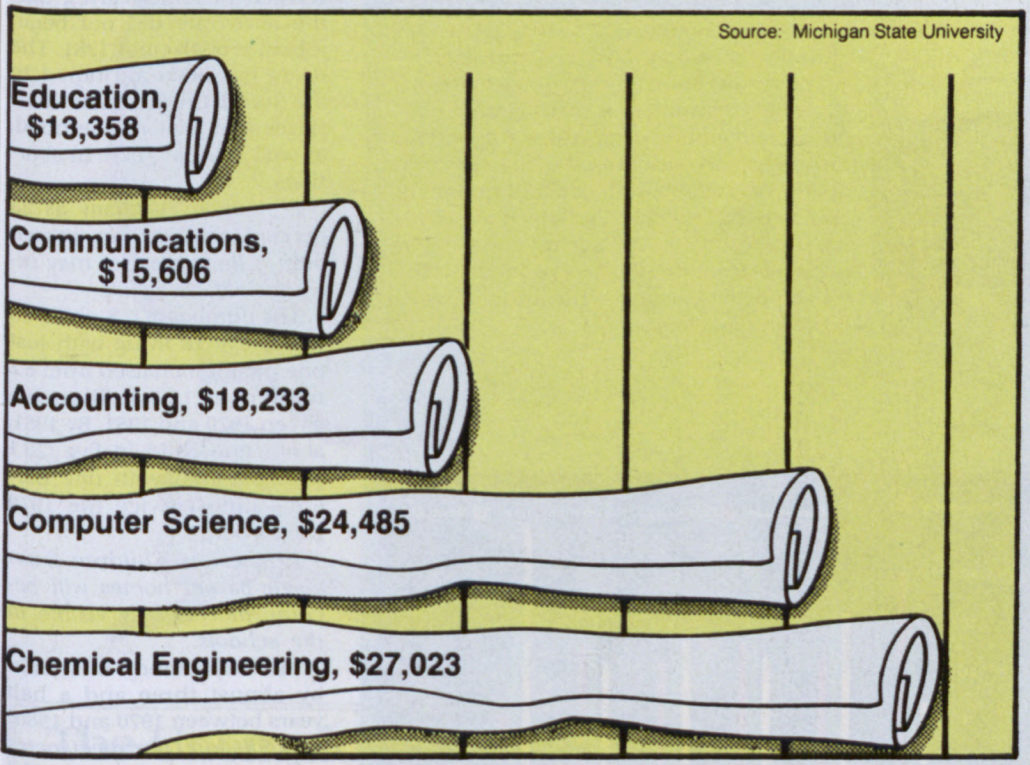
	BETTER	WORSE
TOTAL SAMPLE		
BETTER: 36%		
WORSE: 36%		
AGE		
18-29	30%	32%
30-44	38	38
45-64	40	40
65 and older	40	34
RACE		
Whites	36%	36%
Blacks	34	42
REGION OF RESIDENCE		
Northeast	31%	42%
Midwest	40	31
South	43	32
West	27	44
RESIDENCE		
Large city	29%	43%
Small city	34	42
Suburb	35	35
Rural	45	28
EDUCATION		
Less than high school	43%	35%
High school graduate	35	33
Some college	35	37
College graduate	32	47

Source: *New York Times* Poll of 1,503 adults conducted Feb. 7-12, 1983.

The Bottom Line on Salaries

Yeah, you're right: if college graduates chose their professions on the basis of salary alone, there wouldn't be any teachers. Well, maybe two or three.

Below are listed the average starting salaries for new graduates, based on their academic specialties:



Smoking Down, Booze Use Up

The drug-taking habits of today's youth suggest that perhaps we should print on cans of Bud and bottles of Jack Daniels the same warning that appears on packs of Marlboros and Salems. Young people are more than ever avoiding nicotine, but they're not hesitating to reach for the grain and barley.

Today's seventh graders, for example, are far more aware of the hazards of cigarette smoking than were their 1970 counterparts, according to recent American Heart Association (AHA) studies.

But more than 75 percent of America's youth drink alcohol by age 16. And they're not just taking an occasional sip. Between 1974 and 1978, the proportion of teenagers who abuse alcohol—often drinking until intoxicated—jumped from 3 percent to 38 percent among males and from 5 percent to 26 percent among females.

Towering Ivory Towers

The Conference Board of Associated Research Councils recently attempted to rank the nation's major universities in terms of scholarly excellence. The Board used 32 criteria and looked at 16 disciplines. *Time* magazine found all this too complicated and so reduced the criteria to two—quality of faculty and how well students are trained—and the disciplines to six. In the interest of time, the *Time* results:

English	History	Philosophy	Math	Physics	Electrical Engineering
Yale	Yale	Princeton	Princeton	Harvard	M.I.T.
Berkeley	Berkeley	Pittsburgh	Berkeley	Caltech	Berkeley
Harvard	Princeton	Harvard	Harvard	Cornell	Stanford
Virginia	Harvard	Berkeley	M.I.T.	Princeton	Illinois
Cornell	Michigan	U.C.L.A.	Chicago	M.I.T.	U.C.L.A.
Chicago	Stanford	Stanford	Stanford	Berkeley	Cornell
Johns Hopkins	Columbia	Chicago	N.Y.U.	Stanford	U.S.C.
Princeton	Chicago	Michigan	Yale	Chicago	Purdue
Stanford	Johns Hopkins	M.I.T.	Wisconsin	Illinois	Caltech
Columbia	Wisconsin	Cornell	Columbia	Columbia	Princeton

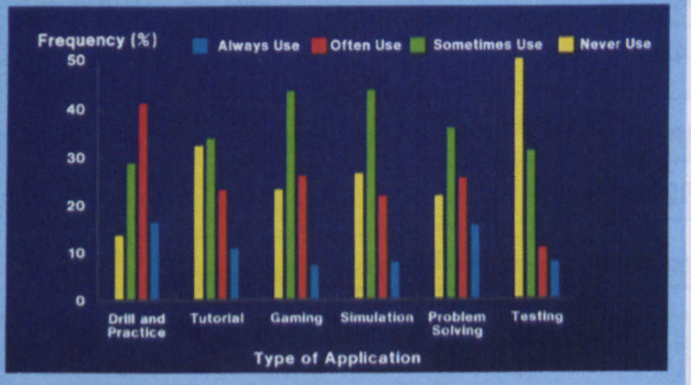
EDUCATION '83

Classroom Computerization

There's a lot more talk than action—and a lot more discontent than satisfaction. At least that was true a year ago, when NEA conducted a nationwide survey of teachers' attitudes toward and use of computers.

The results showed only one teacher in 16 using a computer for instructional purposes. And among users, there was serious dissatisfaction with both the quantity and quality of available software. But that picture could change quickly. Perhaps it already has: the results of NEA's latest survey, soon to be released, will likely reveal that bit by bit and byte by byte, the computer invasion is picking up steam.

Percentage of Teachers Who Use Computers, By Type and Frequency of Application



Today . . . And The Future

The actual number of births in the U.S. during the 1970s fell 17 percent below a 1970 Census Bureau projection. Despite the large number of American women of childbearing age, the birth rate did not begin robust growth until 1981. The delay has been attributed to the trend toward later marriages and later motherhood, as well as an increase in abortions.

Prediction: As many as 25 percent of American women now in their twenties may remain childless for life.

The number of U.S. children under age 18 living with just one parent increased from 8.2 million to 12.6 million between 1970 and 1981. By 1981, about one child in five (20.1 percent) lived with one parent—almost twice the 1970 proportion.

Prediction: Children from single-parent homes will become increasingly visible in the schools.

Life expectancy increased by almost three and a half years between 1970 and 1980.

Prediction: Life expectancies will continue to increase. The nation's median age, now around 30, will be 36 by the year 2000.

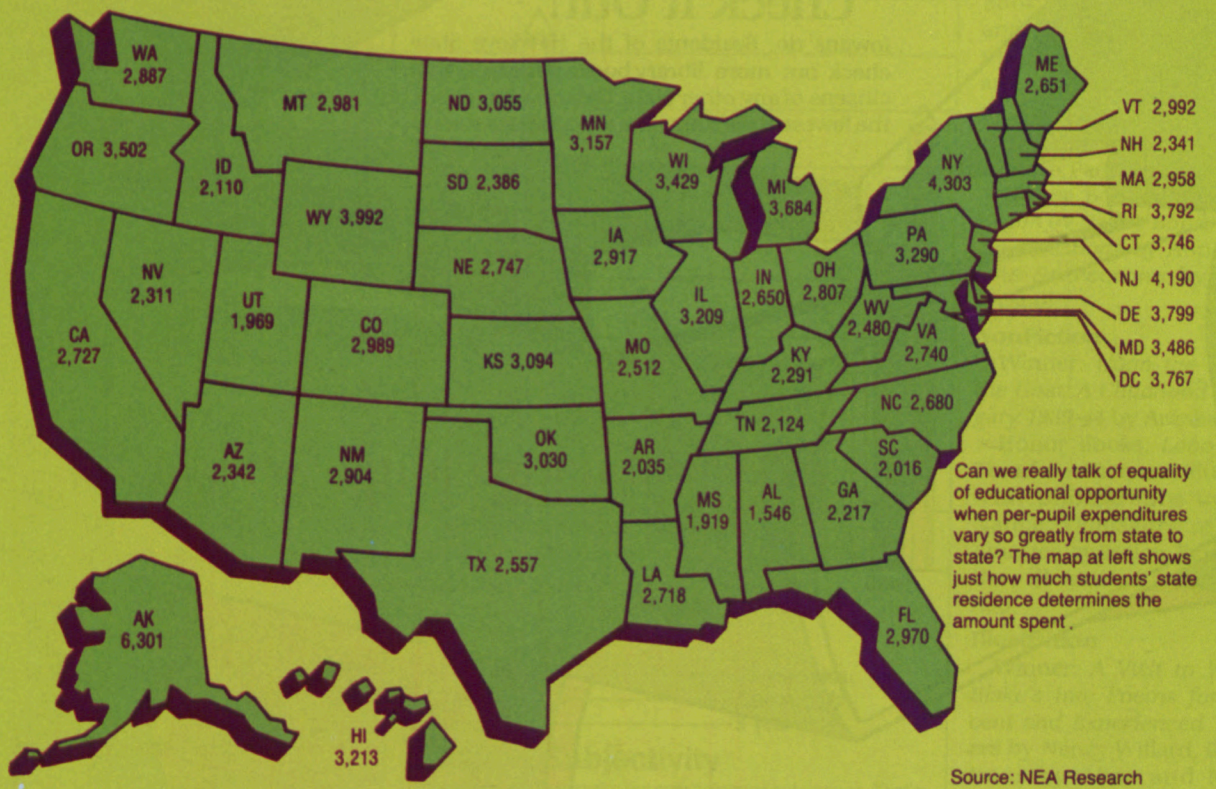
NEA's 25 Largest Locals

Local	Membership
United Teachers of Los Angeles/NEA, CA	11,918
Fairfax Education Association, VA	6,318
Teachers Association of Baltimore County, MD	5,875
Prince Georges County Educators Association, MD	5,545
Montgomery County Education Association, MD	4,953
Jefferson County Teachers Association, KY	4,454
San Diego Teachers Association, CA	3,804
Memphis Education Association, TN	3,648
Jefferson County Education Association, CO	3,596
Pinellas CTA, Inc., FL	3,585
Teachers Association of Anne Arundel County, MD	3,549
Metro-Nashville Education Association, TN	3,460
Buffalo Teachers Association, Inc., NY	3,312
Columbus Education Association, OH	3,150
Houston Teachers Association, TX	3,125
Denver CTA, CO	3,115
Orange County CTA, FL	3,082
Polk Education Association, Inc., FL	2,971
Clark County CTA, NV	2,939
Omaha Education Association, NE	2,838
Ft. Worth CTA, TX	2,793
Tulsa CTA, OK	2,505
Classroom Teachers of Dallas, TX	2,472
Tucson Education Association, AZ	2,448
Virginia Beach Education Association, VA	2,372

A Message From the Children

Heidi Bowman, 12, of Wilmington, Delaware, tells a U.S. House panel—"We want the world to continue." Heidi was one of 100 children asked last spring to tell the Select Committee on Children, Youth, and Families what issues are of greatest concern to children in America today. Nuclear war was one.

Average Per-Pupil Expenditures by State 1982-83



Can we really talk of equality of educational opportunity when per-pupil expenditures vary so greatly from state to state? The map at left shows just how much students' state residence determines the amount spent.

Source: NEA Research

The Unemployment Lion

It's on the loose, more vicious by far than at any time since the Great Depression. The chart below traces the unemployment rate through the last three decades and into this one—from Harry Truman to Ronald Reagan.

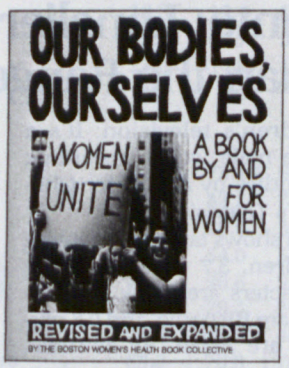
Truman		**Eisenhower**		**Nixon**		**Carter**	
1950	5.3	1960	5.5	1970	4.9	1980	7.1
1951	3.3			1971	5.9		
1952	3.0			1972	5.6		
		Kennedy		1973	4.9	**Reagan**	
Eisenhower		1961	6.7	1974	5.6	1981	7.6
1953	2.9	1962	5.5			1982	9.7
1954	5.5	1963	5.7				
1955	4.4			**Ford**		1983	
1956	4.1	**Johnson**		1975	8.5	Jan-April	
1957	4.3	1964	5.2	1976	7.7	(average)	10.3
1958	6.8	1965	4.5				
1959	5.5	1966	3.8	**Carter**		high	10.3
		1967	3.8	1977	7.1	low	7.1
		1968	3.6	1978	6.1		
high	6.8	**Nixon**		1979	5.8		
low	2.9	1969	3.5				
				high	8.5		
				low	4.9		
		high	6.7				
		low	3.5				

Source: Bureau of Labor Statistics, Department of Labor

"By and large, we are not a nation that cherishes good teachers. If a mediocre halfback in the National Football League is worth $80,000 a year, it is fair to suggest that a good teacher is too."

The Baltimore Sun

Body—Not *Bawdy*



It's back—revised, revamped, and ready for the Reverend. The 1984 edition of *Our Bodies, Our Selves*—a compendium of medical and sexual information for women—is rolling off the presses.

Despite the Reverend Jerry Falwell's six-page national fundraising letter branding *Our Bodies* "out and out humanistic garbage," sales of the original 1970 version (updated in 1976 and 1979) have topped 2 million. The publishers—The Boston Women's Health Book Collective—promise that the revised version will meet its righteous critics head on.

EDUCATION '83

Check It Out!

Iowans do. Residents of the Hawkeye State check out more library books per capita then citizens of any other state. Oklahomans check out the fewest. Here's how the top 25 states stack up.

	Pieces per capita
Iowa	8.4
Md.	7.4
Kans.	7.0
Utah	6.8
Ohio	6.6
Wash.	6.5
Wyo.	6.4
N.H.	6.3
Mass.	6.2
Minn.	6.2
Wis.	6.2
Maine	6.1
S. Dak.	6.0
Conn.	5.9
Neb.	5.3
Oreg.	5.2
Vt.	5.2
Hawaii	5.2
Va.	5.1
Mo.	5.1
Mont.	5.1
Calif.	5.0
Idaho	5.0
N.J.	4.8
Ariz.	4.8

Source: American Library Directory, 1982

Tonto: Lonelier Than the Ranger

Children's television: It's a white male world, according to studies by Action for Children's Television (ACT).

On shows targeted to young children, 3.7 percent of the characters are Black, 3.1 percent are Hispanic, and 0.8 percent are Asian. By contrast, current census figures show that the U.S. population is at least 11.8 percent Black, 6.4 percent Hispanic, and 1.5 percent Asian.

Culver Pictures

Then there's the Native American population—well over a million. They're represented by a single character: Tonto.

More Vidiocy

- "Children see about 20,000, 30-second commercials each year or about three hours of TV advertising each week."
- "Women make up 52 percent of the American population. Yet male television characters outnumber females three to one."
- "Virtually the only happy marriages on TV exist in the past or on fantasy shows."

From *Changing Channels: Living (Sensibly) with Television*, by Peggy Charren and Martin W. Sandler, 1983.

Society and Suicide

Every day in the U.S. an average of 18 teenagers kill themselves. And the adolescent suicide rate has more than tripled since 1974.

College Wit-nesses

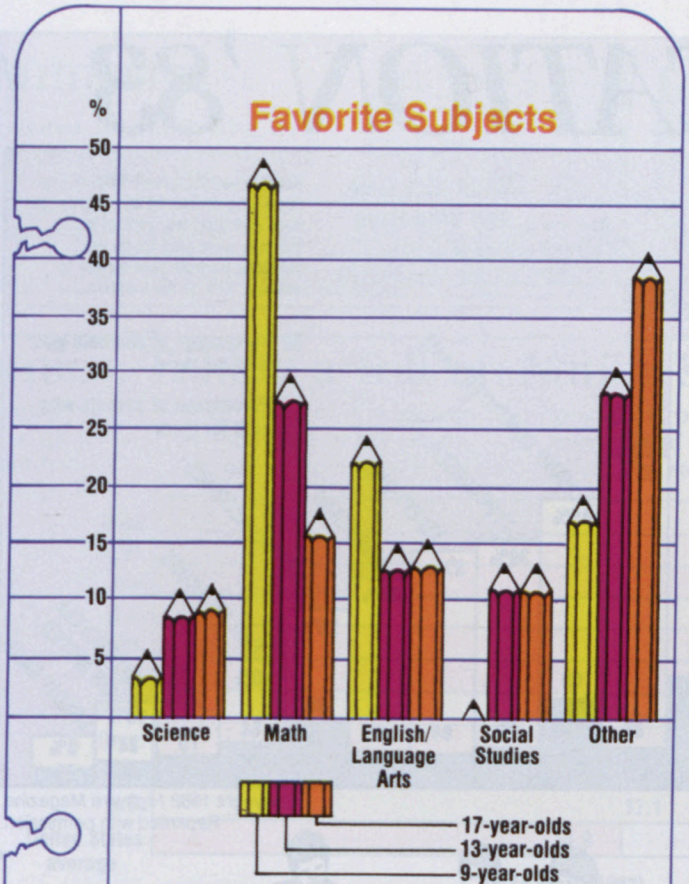
His students learn to be not only thoughtful but also quotable.

For several years, University of Iowa English professor David Hamilton has assigned his undergraduates the task of writing aphorisms. A few examples of their efforts:

- He who laughs, lasts.
- Child: an object half way between an adult and a TV set.
- I think, therefore I must be around here somewhere.

"It's easy to forget that some Americans have risked their lives for a formal education . . . and learning has either produced or nourished everything that comprises the American way of life."

Kansas City Star



Student Subjectivity

Nine-year-olds love math, but aren't crazy about science. That's just one of the conclusions of a poll that asked 9-, 13-, and 17-year-olds to name their favorite subjects. Here's what the rest of the survey showed.

Source: National Assessment of Educational Progress

Best Books

The 1982 winners of the annual *Boston Globe*–Horn Book Awards for children's and young people's fiction, nonfiction, and illustration are:

Fiction

Winner: *Playing Beatle Bow* by Ruth Park.

Honor Books: *The Voyage Begun* by Nancy Bond, *Ask Me No Questions* by Ann Schlee, *The Scarecrows* by Robert Westall.

NonFiction

Winner: *Upon the Head of the Goat: A Childhood in Hungary 1939-44* by Aranka Siegal.

Honor Books: *Lobo of the Tasady*, written and illustrated with photographs by John Nance; *Dinosaurs of North America* by Helen Roney Sattler, illustrated by Anthony Rao.

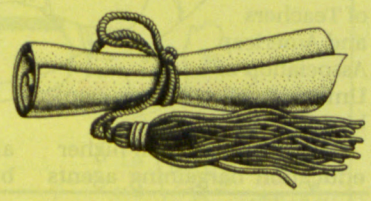
Illustration

Winner: *A Visit to William Blake's Inn: Poems for Innocent and Experienced Travelers* by Nancy Willard, illustrations by Alica and Martin Provenson.

Honor Book: *The Friendly Beasts: An Old English Christmas Carol* by Tomie de Paola, author-illustrator.

The American College Freshman:

Survey of Characteristics and Attitudes



Reasons noted as very important in deciding to go to college:

Parents' wishes	33.1%
Could not find a job	7.4
Wanted to get away from home	10.1
To be able to get a better job	77.9
To gain general education	66.2
To improve reading and study skills	39.5
Nothing better to do	2.3
To become a more cultured person	33.8
To be able to make more money	69.8
To learn more about things	72.5
To meet new, interesting people	54.6
To prepare for graduate school	45.4

Attitudes

Political Views:	*Men*	*Women*	*Total*
Far left	2.1%	1.5%	1.8%
Liberal	18.5	19.4	18.9
Middle of the road	55.9	63.7	59.8
Conservative	22.0	14.9	18.4
Far right	1.5	0.6	1.0
Agree strongly or somewhat that—			
Government isn't protecting consumer	64.4%	73.1%	68.8%
Government isn't controlling pollution	74.9	82.2	78.6
Military spending should be increased	47.9	29.9	38.8
Grading in high school is too easy	55.1	54.0	54.5
Women should have job equality	88.2	96.6	92.5
Marijuana should be legalized	32.5	26.4	29.4
Busing to achieve racial balance is all right	43.8	49.8	46.8
Students should help evaluate faculty members	69.9	70.0	70.0

Source: "The American Freshman: National Norms for Fall, 1982," by Alexander W. Astin. Published by American Council on Education and Univ. of Cal. at LA.

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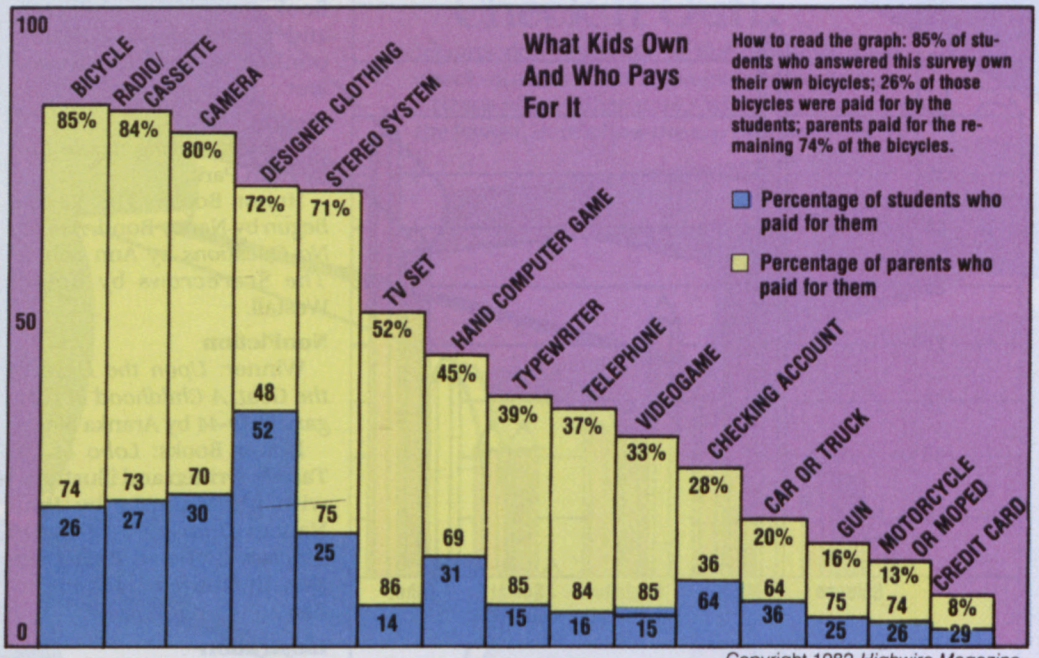

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Hangin' in There—Nervously

The economy works in mysterious ways. One of its devastating effects—the highest unemployment since the Depression—is having at least one positive result: teenage dropout rates, especially in major cities, are plummeting.

In Portland, Oregon, for example, 1981's 9 percent rate is down to 7.1 percent. This nationwide trend, claims Wesley Apker of the Colorado Association of School Executives, reflects high school students' awareness that the employment market is dismal.

Perhaps we may soon hear the Reagan Administration claiming that its inaction on unemployment proves its commitment to public schools.

Campus Clout

NEA affiliates bargain more faculty contracts on more campuses in more states than any other organization—more, in fact, than affiliates of the American Federation of Teachers and American Association of University Professors combined.

The 423 recognized higher education bargaining agents and 377 signed contracts broke down like this as of January 1983:

Organization	Bargaining Agents	Contracts
National Education Association (NEA)	207	188
American Federation of Teachers (AFT)	121	108
American Association of University Professors (AAUP)	49	44
Independent agents and coalitions	46	37

"Our nation is at risk. Not from Soviet missiles or leftist guerrillas in Central America, but from our own neglect of a precious tool and resource—the education of our children. That is our window of vulnerability."

—Barbara O'Neal
Texas State Teachers Association

AaBbCc Starting Younger, Staying Longer

3+4

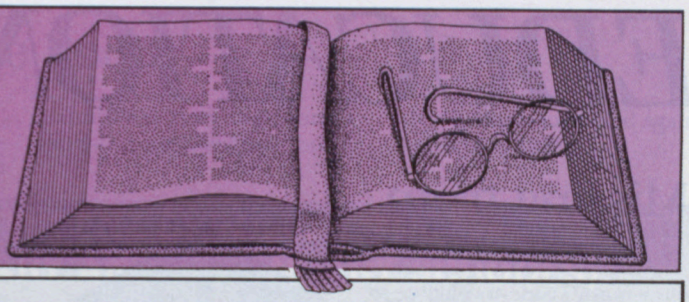
Nursery school enrollments more than doubled during the 1970's. And the toddler total reflected a nationwide trend:

- College enrollments grew by one-third—with 63 percent more women and 12 percent more men seeking the sheepskin.
- The 30-to-34-year-old group doubled its school attendance rate, with almost 7 percent of that age group returning to school.
- Teens—the 14-to-19-year-old gang—both finished high school and immediately turned to two-and-four-year higher ed institutions with greater frequency.

At Long Last, Amnesty

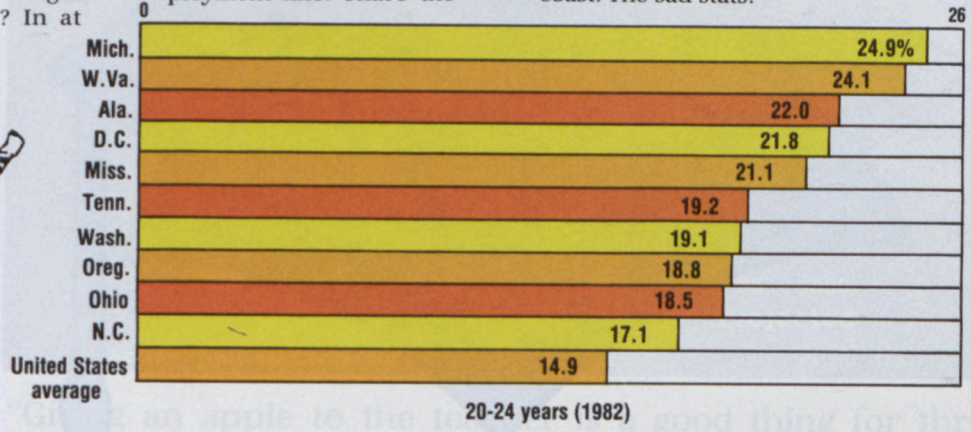
Lloyd Fraser is free. More than twenty-two years after he "borrowed" *Lou Gehrig, A Quiet Hero* from the Searcy, Arkansas, library, Fraser returned the book. He waited for April—the library's amnesty month. The result—no fine. And Lloyd Fraser is no longer a refugee from justice.

Source: *USA Today*



Reaganomics: Taking a Toll on Nation's Youth

What is the most common activity of recent college and relatively recent high-school graduates? In at least 10 states, the answer is—standing in the unemployment line. That's the plight of roughly one in every five of them, coast to coast. The sad stats:

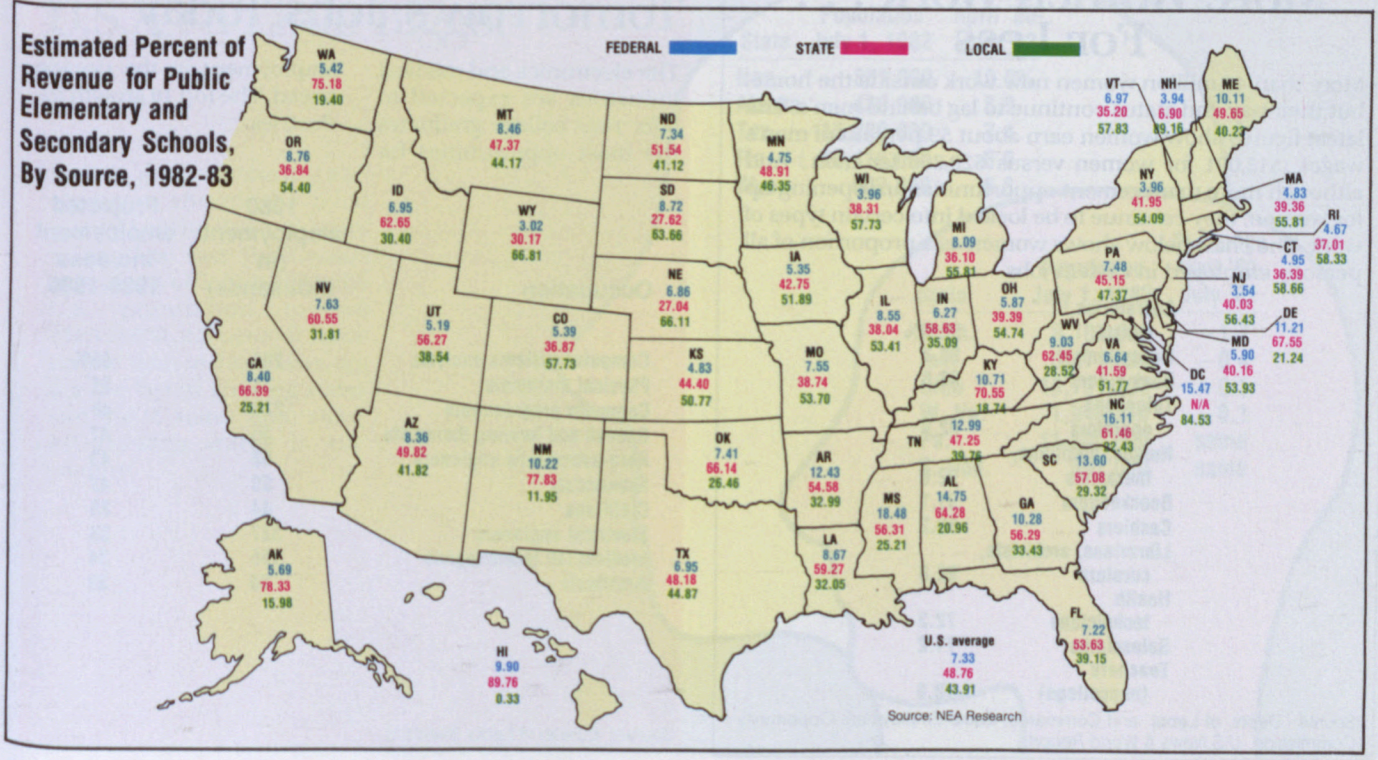


Source: Bureau of Labor Statistics

Where Do the Public Schools Get Their Operating Funds?

For the 1982-83 school year, state and local governments chipped in about equal amounts; the federal government only a little over 7 percent.

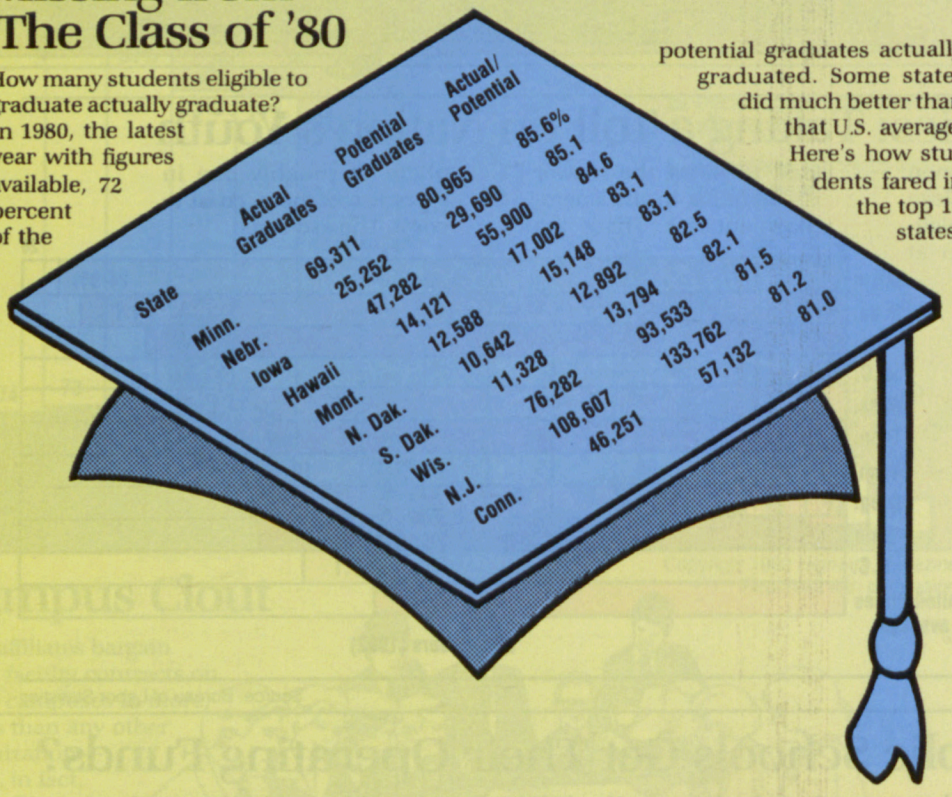
Here's how the percentage of revenue from federal, state, and local sources breaks down state-by-state.



EDUCATION '83

Missing from The Class of '80

How many students eligible to graduate actually graduate? In 1980, the latest year with figures available, 72 percent of the potential graduates actually graduated. Some states did much better than that U.S. average. Here's how students fared in the top 10 states.



Source: Bureau of Labor Statistics

More Women Work . . . For Less

More than 48 million women now work outside the home, but their pay and status continue to lag behind men's. The latest figures show women earn about 59 percent of men's wages ($12,001 for women versus $20,260 for men.) And although more management opportunities are opening up for women, they continue to be locked into certain types of work. The chart below shows women as a proportion of all persons employed in certain jobs.

Secretaries, typists	98.3%
Receptionists	97.3
Bank tellers	93.5
Telephone operators	92.9
Nurses, dietitians, therapists	92.6
Bookkeepers	91.1
Cashiers	86.2
Librarians, archivists, curators	82.8
Health technicians	72.3
Salesclerks	71.2
Teachers (noncollege)	70.6

Source: Depts. of Labor and Commerce, Equal Employment Opportunity Commission, *U.S.News & World Report.*

Dollars For Scholars

It's no surprise that student-athletes are heavily recruited by colleges and universities. But in recent years, student-scholars are also getting strong sales pitches. Here's how academic scholarships have grown as measured by two indices: number of institutions and number of scholarships offered.

	Institutions	Scholarships
1976	440	30,000
1978	650	60,000
1983	1,000	90,000

Source: Robert Leider, *The A's and B's of Academic Scholarships*

National Merit Scholarships	
1973-74	3,600
1983-84	5,300

Source: National Merit Scholarship Corp.

Tomorrow's Jobs Today

The electronics and medical industries are expected to offer new college graduates the most opportunities for employment in the decade ahead. The top 10 growth industries.

Occupation	1980 employment (in thousands)	Projected employment increase 1980-1990
Computer systems analysts	205	68%
Physical therapists	34	51
Computer programmers	228	49
Speech and hearing therapists	35	47
Aero-astronautic engineers	68	43
Economists	29	42
Dietitians	44	38
Electrical engineers	327	35
Medical lab technologists	105	34
Architects	80	33

Source: Bureau of Labor Statistics

Where Are They Now?

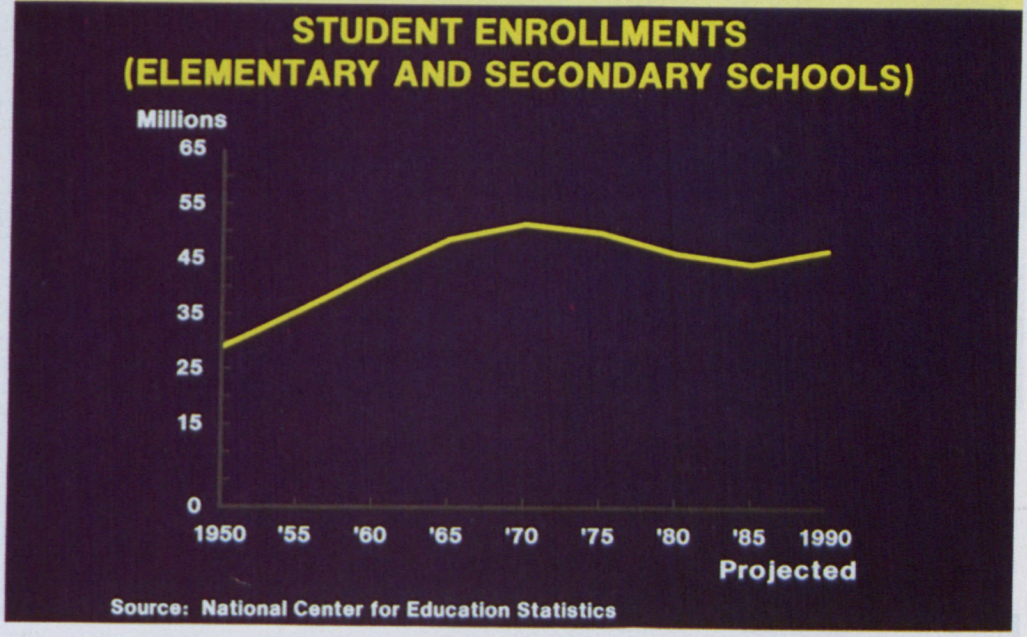
More than half the students who graduated in 1982 went on to college, but a quarter of those who didn't are doing nothing — they're unemployed. Here's a profile of the class of '82.

Total: 3.1 million
Men: 1.5 million
Women: 1.6 million
Whites: 2.6 million
Blacks: 384,000
Hispanics: 174,000
Entered college: 1.6 million
Not enrolled in college: 1.5 million
Percent unemployed of those not in college: 26.3

Source: Bureau of Labor Statistics

Betting on the Boom

Thanks to the "baby boom," student enrollments increased steadily from 1950 until 1969. Since then enrollments have declined, but a new boom is expected again, starting in 1985.



"Giving an apple to the teacher is a good thing for three people. For the grocer, it's business; for the student, it's good will; and for the teacher, it's dinner."

—Joseph McCaffrey
political commentator
Washington, D.C.

U.S.A.: a Little Bigger

Nevada grew the most (10%); Michigan shrank the most (−1.7%) in the first two years of the '80s, says the Census Bureau: As of July 1, 1982, the U.S. population totaled 231,534,000, 2.2 percent more people than in 1980. Here are the five fastest growing states and six (2 states tied) slowest-growing states in the country.

State	Population July 1, 1982	% change April '80-July '82
Nev.	881,000	10.0%
Alaska	438,000	8.9
Tex.	15,280,000	7.4
Fla.	10,416,000	6.9
Wyo.	502,000	6.8

State	Population July 1, 1982	% change April '80-July '82
Mich.	9,109,000	−1.7
Ind.	5,471,000	−0.4
Ohio	10,791,000	−0.1
W. Va.	1,948,000	−0.1
Pa.	11,865,000	same
S. Dak.	691,000	same

EDUCATION '83

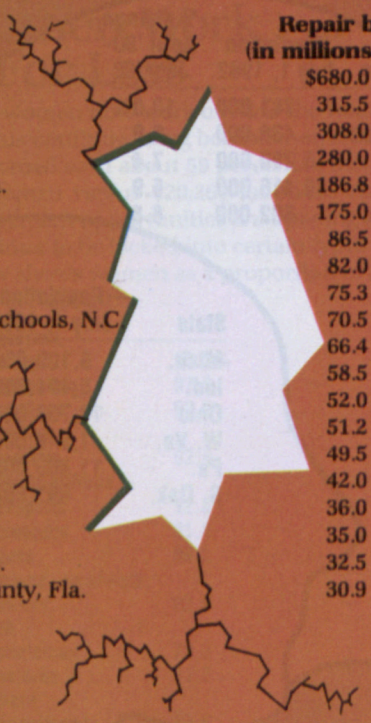
Nobody Does It Better

In the 1982 congressional elections, public employee groups were among the largest campaign contributors, but none did a better job of working to elect responsible law-makers than NEA. Below: the public employee groups, their 1982 contributions, and the percent increase over 1980.

Public Employee Group	Amount spent 1982	Increase from 1980
National Education Association	$1,271,452	359%
Am. Fed. of State, County, Municipal Employees	588,966	191
National Association of Federal Employees	543,325	6,625
National Association of Letter Carriers	389,065	1,049
American Postal Workers	375,231	691
American Federation of Teachers	329,605	171
American Federation of Government Employees	279,654	199
Treasury Employees Union	207,014	225
National Rural Letter Carriers Association	128,925	347
National Association of Postmasters	90,375	379
International Association of Firefighters	53,350	254

The Sad State of School Plants

These 20 school districts say they need this much money to repair and renovate their school buildings.



School system	Repair bill (in millions of $)
1. New York City	$680.0
2. Los Angeles	315.5
3. Detroit	308.0
4. Chicago	280.0
5. Dade County, Fla.	186.8
6. Seattle	175.0
7. Houston	86.5
8. Portland, Oreg.	82.0
9. Philadelphia	75.3
10. Buncombe City Schools, N.C.	70.5
11. Omaha, Nebr.	66.4
12. Newark, N.J.	58.5
13. Boston	52.0
14. Austin, Texas	51.2
15. Minneapolis	49.5
16. Baltimore	42.0
17. Columbus, Ohio	36.0
18. Buffalo	35.0
19. St. Louis City, Mo.	32.5
20. Hillsborough County, Fla.	30.9

Source: American Association of School Administrators

"The President just hasn't paid a bit of attention to education. It is a very difficult job to convince him that education is not an expenditure but an investment."

—Thomas A. Shannon
National School Boards Association

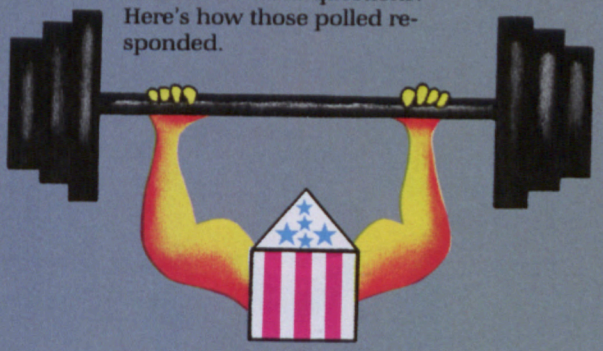
Education: Major Local Employer

Half the 5-million-plus local government employees in the nation's 75 largest metropolitan areas worked in education in 1981, reports the Census Bureau. Here's how local public employees are distributed.

Field of Work	Percent of Workers
Education	50.4 %
Police protection	7.7
Hospitals	6.0
Central administration	3.7
Fire protection	3.5
Transit	3.3
Public welfare	2.9
Highways	2.7
Parks and recreation	2.4
Financial administration	1.9
All other	15.5

Public Affirms School Support

At the start of the 1982-83 school year, the 14th annual Gallup Poll on the public's attitudes toward education asked a sampling of Americans these three questions. Here's how those polled responded.



1. What would best guarantee a strong America in the future?	
Strong educational system	84%
Strong industrial system	66
Strong military	47
2. If more federal money were available, where would you spend it?	
Public schools	21%
Health care	19
Welfare	16
Military	14
3. How should school districts respond to budget crunches?	
Cut teachers' salaries	17%
Don't cut teachers' salaries	76

Source: *Phi Delta Kappan*, (December 1982.)

U.S. Poor Hit 15-year High

Nearly 32 million Americans were classified as poor in 1981—the highest level in 15 years, says the Census Bureau, which set the 1981 poverty level at $9,287 for a family of four.

The study notes that one in three blacks is poor—three times the white rate. On average, 18 percent of central city residents and 17 percent of rural residents were rated poor; suburbs averaged 8.9 percent below the poverty level.

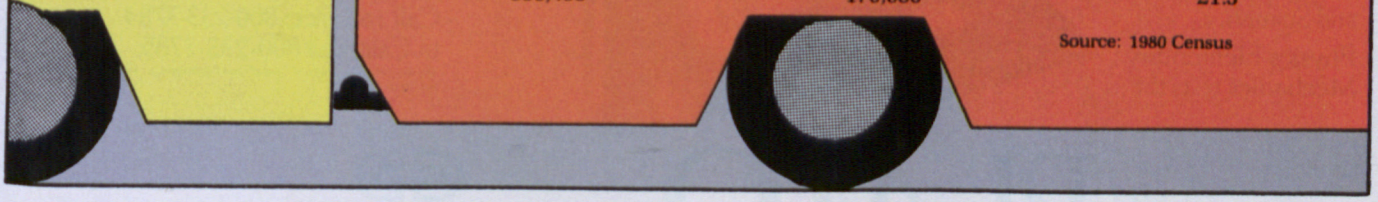
On the Move—Sometimes

We're a very mobile nation for the most part, yet many states boast high percentages of "state-born" residents, led by Pennsylvania's 81 percent.

Following are the five states with the highest native populations and the five states with the fewest native sons and daughters.

State	Total Population	Natives of state	Percent Natives of state
Pa.	11,863,895	9,610,374	81.0
Ky.	3,660,777	2,907,935	79.4
Ala.	3,893,888	3,077,456	79.0
W. Va.	1,949,644	1,532,237	78.6
Miss.	2,520,638	1,978,435	78.5
D.C.	638,333	215,448	33.7
Ariz.	2,718,215	882,168	32.5
Alaska	401,851	126,870	31.6
Fla.	9,746,324	3,047,299	31.3
Nev.	800,493	170,680	21.3

Source: 1980 Census



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For the Apple II Plus and IIe:
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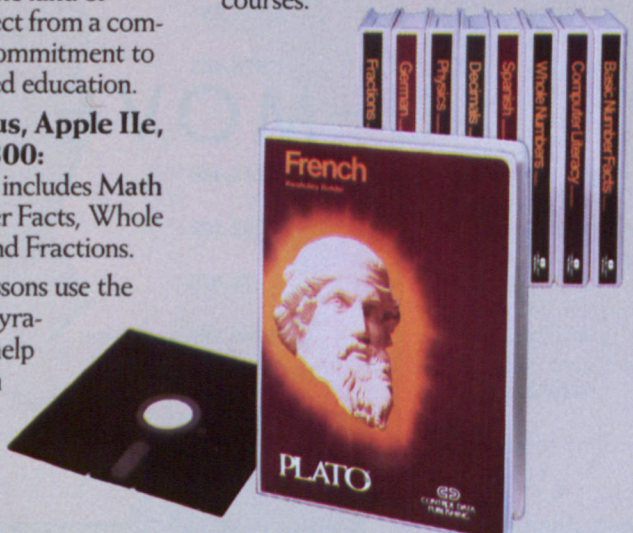

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Your NEA at Work for Education

Your NEA

Who is NEA?

The National Education Association is some 1.7 million people who work in education at all levels.

NEA is also people preparing to teach—Student NEA members—and people who have completed a career in education—the members of NEA Retired.

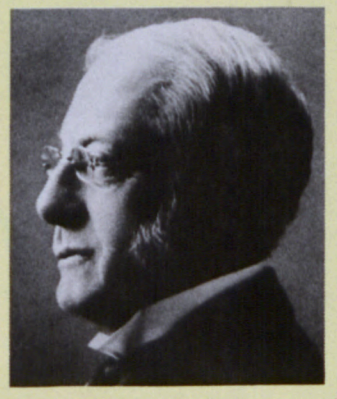
The NEA family includes some 12,000 local Associations and state-level Associations in the 50 states, the District of Columbia, Puerto Rico, and overseas.

The aims stated in the NEA's original 1857 charter—"to elevate the character and advance the interests of the profession of teaching and to promote the cause of popular education in the United States" — have never changed.

But the structure and program of the Association has steadily evolved over the years. NEA today is working to improve preservice preparation programs, to obtain—through local negotiations, state legislator lobbying, and federal legislation—the dollars necessary for quality public schools and decent salaries for school workers, and to defend academic freedom.

"The imagination is the greatest of human powers, no matter in what fields it works—in art or literature; in mechanical invention; in science, government, commerce, or religion; and the training of the imagination is, therefore, far the most important part of education."

—NEA President Charles W. Eliot, 1903



How does NEA spend your dues dollar?

The largest part of your dues dollar—about 40 cents—comes right back to you at the local level through NEA's Organization Development program.

Working directly with state and local affiliates Organizational Development staff have the responsibility for funding and coordinating the UniServ program.

Communications projects take the next single largest share. These dollars fund NEA's television public image campaign, all the Association's national publications, and ongoing efforts to tell the Association's story to the nation's news media.

The legal services provided by NEA are the third-ranking line item in the Association's annual budget. NEA funds hundreds of cases a year to defend academic freedom and protect teachers' rights.

NEA's extensive research activities help support local Association negotiations and state legislative proposals; NEA's instruction and professional development programs cover the range from reports on classroom technology to workshops on discipline.

Other major budget items include expenses for lobbying to boost NEA-backed federal legislation in Congress, coordinating Association efforts to elect pro-education candidates, and funding the Association's human rights programs.

Finally, an important portion of every dues dollar goes to the nitty-gritty of governing and administering the United States' largest professional association and labor union.

"The expansion of our national domain, the enormous increase of our population, the multiplication of States, the wonderful development of our industries . . . open to us as a nation innumerable possibilities, present us with better opportunities, and impose upon us higher responsibilities and more imperative duties in the education of the masses, than ever before fell to the lot of any portion of the human race."

—NEA President W. F. Phelps, 1876

Where is NEA?

NEA isn't just a headquarters building a few blocks from the White House in Washington, D.C. It's people—a national Association with affiliated Association offices in every state capitol and in nearly every community in the United States.

But the Association's central hub is NEA Center at 1201 16th St., Washington, D.C. 20036. Working directly with NEA Center are six regional NEA offices.

Who picks NEA leaders?

NEA's top officers—the president, vice-president, secretary-treasurer, and six at-large members of the Executive Committee—are elected by the delegates to the Association's Representative Assembly—the executive officers for two-year terms and the at-large members for staggered three year terms.

No Association member can hold any of these offices for more than two full terms.

Members of the NEA Board of Directors are elected in the states by vote of (1) all active and educational support members within the state, or (2) by the state's representative body, the delegates of which were elected by the active and educational support members in the state.

NEA's Constitution sets forth the composition of the Board and provides that at least one director within each state shall be a non-supervisor and, if a state is entitled to more than one director, at least one shall be a classroom teacher. The total number of additional directors shall be based on proportional representation by educational position.

Who works for you?

Most of the Association staff who work for you live and work in your local community. These are the Association's 1,258 UniServ staff members.

At the state level, each state Association in the NEA family has its own staff of experts.

Regional NEA staffers help states plan new initiatives and act effectively in crisis situations.

Backing up all these efforts in every state are the 550 national staff at NEA Center in Washington, D.C.

"The key to our recovery is not to cut the foundations of education but to rebuild them, not to attack our schools but to help improve them, not to close our colleges and universities but to support them."

—NEA President Willard McGuire, 1982

How can you find out about NEA?

The best sources of information about the Association are local Association presidents and UniServ reps. They can answer many of your questions—and have access to more information. They'll be able to supply you with a copy of a leaflet called *National Education Association Programs and Services*, which describes the activities of each area of NEA work. They'll also have available a copy of the *NEA Handbook*, which includes NEA policy documents and tells how to reach the members of NEA's governing bodies and committees, the officers and staff members of the state Associations, the UniServ staff, and members of the headquarters staff.

NEA's official policies as adopted by the 1983 Representative Assembly also appear in full in this issue of the *Today's Education* annual.

Who makes NEA policy?

The NEA Representative Assembly (RA), which meets early each July, passes the resolutions, new business items, and legislative programs that establish NEA policy.

The RA's roughly 7,000 delegates are elected by NEA members around the country. In sessions at the RA, they make up the world's largest deliberative body.

Individual or groups of members can propose resolutions for consideration by the RA. The resolutions are then referred to the NEA Resolutions Committee, whose members are elected by each state's RA delegation.

The Executive Committee consists of six members and the three NEA officers—the president, vice-president, and secretary-treasurer elected by the RA. Executive Committee members are ex-officio members of the board.

RA delegates can also submit new business items. These proposals are thoroughly debated at the RA, first at state delegation caucus breakfast meetings that start each RA morning, and later during RA general sessions.

Between Representative Assembly meetings, the NEA Board of Directors and Executive Committee act for the Association.

How does NEA promote high educational standards?

NEA members at every level of the Association are working for quality education.

Educational excellence starts at the college level where students learn how to become teachers. NEA last year adopted an ambitious and comprehensive plan for overhauling teacher preparation programs in the United States.

That plan—two years in the making—calls for stiffer standards and an academic program much more tightly geared to what happens in actual classrooms.

Another way NEA helps to promote quality education is through its involvement on the National Council for the Accreditation of Teacher Education (NCATE). NEA trains members to serve on the Council, on its Coordinating Board, and on the visiting teams that evaluate institutions seeking NCATE approval for their teacher preparation programs.

NEA also contributes to quality education through publications offered by the NEA Professional Library. Professional Library materials help teachers stay on top of the latest thinking in all fields—from discipline to new technology.

Your NEA

How does NEA help teachers in trouble?

The Kate Frank-Dushane Unified Legal Services Program has just one goal: protect members' rights.

During the 1981-82 school year, NEA spent $5.5 million—and state Associations another $14.5 million—defending members against actions that violate their rights to free speech, free association, due process, and equal protection.

One case last year involved a biology teacher who had been temporarily suspended for allegedly using improper teaching methods in sex education. The teacher, backed by Association legal resources, sued his school board in federal court.

The jury backed the wrongly accused teacher 100 percent—and even awarded him more than $300,000 in damages. It's examples of NEA legal clout like this case that make school boards think twice before they play fast and loose with teachers' rights.

NEA also defends freedom to teach. That sometimes means going to court to prevent, for example, unwarranted attempts to censor classroom materials.

How does NEA help teachers teach?

The NEA has always known that the way to help teachers teach is to:

- give them the authority—*beginning at the preservice level*—to make key decisions about how the job will be done,
- give them the support—financial, administrative, parental—to do the job, and
- let them get on with it.

All pretty simple, right? Wrong. The problem starts with the preservice training, then snowballs.

Historically, teachers have had almost no authority over the content of their own preservice education. The result has been that beginning practitioners have often had to pick up the art of teaching through a trial-and-error, on-the-job, do-it-yourself approach. This fact explains one of the highlights of last year's national convention.

Delegates to NEA's July 1982 Representative Assembly boldly endorsed a plan that insists upon more rigorous standards and more appropriate preparation for teachers entering the profession. They pledged unqualified support for the principles and strategies outlined in *Excellence in Our Schools, Teacher Education: An Action Plan.*

At the center of this document is the demand that practicing K-12 teachers play an essential, decision-making role in the development of teacher education policies and curriculums. The plan calls for an autonomous agency in each state, governed by teachers and other education professionals, to define the standards beginning practitioners must meet.

But the effort to help beginning as well as veteran teachers doesn't stop with the *Action Plan.* NEA's big lobbying push in the last year has been to build support for the American Defense Education Act. For elementary and secondary teachers—and especially for teachers of science, math, computer technology, communications skills, and foreign languages, as well as for guidance counselors—ADEA's passage could be the beginning of a new era in both preservice and in-service education.

In the meantime, NEA continues the nitty-gritty work of seeking remedies to such recurring instructional problems as—

- Excessive class size
- The challenge of the new technology
- Classroom management
- Appropriate education for the handicapped.

NEA is also the largest single source of professional publications for teachers in the United States. The Professional Library section of this annual (beginning on p. 87) describes the offerings of books, pamphlets, and audiovisual materials.

The NEA Educational Computer Service, operated under the auspices of NEA's National Foundation for the Improvement of Education, and Cordatum, a Maryland computer service firm, helps members make their way through the maze of instructional computer programs and hardware as well. After rigorous testing, the service will endorse and catalog the best.

Other NFIE projects also directly help teachers in the classroom.

When current events face teachers with new challenges that cry out for inclusion in the curriculum, the NEA moves to put information directly into teachers' hands. In the last year two new curricular units have appeared: *Extremism in the United States: A Teaching Resource Focusing on Neo-Nazism* and *Choices: A Unit on Conflict and Nuclear War.*

"When all educators are informed and working for the (education) bill—then and only then will we have a Department of Education with a Secretary in the President's Cabinet."

—NEA President Cornelia Storrs Adair, 1928

How does NEA build public support for education?

Last spring, the National Commission on Excellence in Education released its long-awaited report and announced that a "rising tide of mediocrity" had overtaken America's public schools.

The first reactions to that study? They came from NEA. Within hours NEA spokespersons were on national radio and television with the Association's perspective on the Commission's findings.

The substance of the NEA response—that excellence in education is impossible without a national commitment to increase funding for our public schools—is only half the story.

The other half is the fact that NEA is always ready to respond—with press releases, interviews, congressional testimony, or, as in this case, media appearances—to public events that bear on education. The object? To provide information that keeps the importance of education before the public.

NEA also plans special events and campaigns to focus public attention on education. For instance, NEA this year will once again be sponsoring 30-second television messages on morning and evening network news programs. This year's TV spots drive home the point that education is crucial to the nation's economy and reinforce the message carried by last year's NEA media campaign: "A Strong America Needs Strong Public Schools."

NEA also leads the annual national celebration of American Education Week each November. NEA prepares kits of materials for the Week that Association members all across the country use to publicize the achievements of public education.

In the spring, NEA sponsors a National Teachers Day observance to focus public attention on the men and women who have dedicated their careers to America's young people.

How does NEA lobbying help kids?

In the nation's Capitol, in what have been called the "corridors of power," lawmakers decide how much of the public's money will be spent on whom. In nearby Washington office buildings, the bureaucracy of the executive branch writes the regulations that determine how the laws Congress passes will actually be implemented.

Every child in the United States is affected by these laws and regulations that emerge from Washington. Any young person who eats school lunch or needs a student loan to attend college depends on decisions made in Washington. Any poor child who seeks equal educational opportunity won't get very far without help from Washington. Disabled youngsters who study in classrooms surrounded by their able-bodied student peers owe their seats to laws enacted in Washington.

Since 1981 the federal programs that help kids—programs that were in many cases originally promoted by NEA—have been under attack by a hostile White House.

The Reagan Administration has sought to abolish—or dilute—specific programs that serve targeted populations of kids with special needs.

Last year, for instance, when the Reagan Administration wanted to weaken the regulations governing P.L. 94-142, The Education for All Handicapped Children Act, an NEA activist who teaches handicapped students testified before Congress. She explained what a bad idea the changes would be for youngsters who need just the right combination of regular and special instruction to achieve what they are capable of achieving.

The Administration, under pressure, withdrew the new rules and went back to the drawing board. NEA didn't relax. Association lobbyists continued to keep members of Congress informed and the Senate eventually rejected the next round of Administration changes. P.L. 94-142 remains virtually intact.

NEA lobbying has had a direct and substantial impact on students headed for college. NEA helped keep the maximum family income limit for Pell grant eligibility from being lowered—as the Reagan Administration wanted—from $25,800 for a family of four to $18,500. That victory helped keep open a window of opportunity for students from families few would describe as "affluent."

The NEA often has the opportunity to serve kids by staying alert to the educational potential of legislation not normally considered "educational."

Two recent cases in point: the Job Training Partnership Act and the emergency jobs appropriation. Because of lobbying by NEA and other allied organizations, the JTPA, which provides federal aid to local job training programs, sets aside 8 percent of its total funding for public schools.

The JTPA also gives public schools first shot at providing the education component of the job training program. This makes it easier for public schools to provide disadvantaged young people—even dropouts—with the programs that will make them employable.

The money Congress appropriated for emergency jobs includes—thanks to NEA lobbying—work-study funds for college students and other youth—as well as funds to weatherize schools and construct libraries.

In Washington, the power-brokers know that NEA speaks for teachers—and looks out for kids.

Why is NEA involved in politics?

If education operated in its own little world, there would be no need for political activity. But in the real world every decision that impacts on education is made in a politically charged environment.

If education is to be a national issue, an issue to be debated by candidates for public office, then it's clear that those who work in education must make their opinions known and must actively work for those candidates who support public education.

NEA has proved that it can be politically effective. The national attention now focused on the importance of education was sparked by a report commissioned by the U.S. Department of Education. The Department never would have been created without the political action of NEA members.

Translating the current national concern about education into programs that actually make better schools will take an even stronger political action effort—on all our parts—in 1984.

Your NEA

"In this period of national crisis it is as important to support and improve our schools as it is to support and develop our army and navy."
—*NEA President Donald DuShane, 1941*

What's NEA doing to raise salaries in education?

NEA is the leading national voice calling for better salaries for teachers and other school employees. Through the media and in direct contact with national and state political leaders, the Association insists on a professional salary schedule for all educators. NEA supports all efforts to attain accurate and unbiased ways to evaluate job performance and to raise the pay of those whose jobs are presently undervalued.

NEA publishes the *Collective Bargaining Quarterly* as well as six research memos each year on bargaining issues, contract provisions, salary data, and retirement plans.

The Association also has six field teams that assist affiliates in collective bargaining and a variety of other areas.

NEA organizational specialists provide on-site help to affiliates in crucial negotiating sessions, information on contract proposals and arbitration and fact-finding decisions; in-depth analysis of new bargaining developments; and advice on bargaining strategies.

State associations that are developing collective bargaining programs for the first time can receive special assistance from NEA.

Through NEA's government relations department, the Association is instrumental in advancing passage of federal legislation, such as the American Defense Education Act, that would provide school districts with greater resources to run their programs. With these added federal funds, state and local governments would have more resources for teacher salaries.

How does NEA research help you?

The NEA Research division provides timely, usable data to NEA elected leaders, program staff, and affiliates.

One key service of NEA Research is the computer network that links 53 state-level affiliates to information on salaries, budgets, contracts, arbitration awards, arbitrator evaluations, legislative voting histories, and school statistics. The network also provides related consultative and technical services, including training in computer terminal and program use.

Another important NEA Research project is the Collective Bargaining and Information Services section, which publishes research memos on bargaining issues, contract provisions, salary data, and retirement plans and collects and maintains data on bargaining, organizational, and educational concerns.

A special NEA Research Surveys section conducts national teacher and membership opinion polls at both the K-12 and higher education levels and prepares detailed memos for Association officers and staff to use when making statements to the media or the Congress. It also conducts customized studies for affiliates at the state and local levels in program areas that range from negotiations to political polling.

NEA Research also produces a host of annual statistical reports that include *Estimates of School Statistics* and *Financial Status of the Public Schools*. These studies provide basic demographics. It also prepares special analyses of the economy, economic trends, as well as state profiles that examine the impact of annual federal budget changes.

What special services does NEA offer?

NEA's special services provides a full range of services to help you stretch your buying power.

First of all, NEA offers insurance programs to protect your family, your health, your home, and your future, with flexible plans to meet individual needs. There are term life, accidental death and dismemberment, homeowners, and in-hospital benefit plans.

NEA members may also order top quality prescriptions and health care items at a savings from one of the most technically advanced pharmacies in the country. And vitamins, health and beauty aids can be purchased through the discount vitamin program.

Another money-saving program for NEA members is the Hertz Rent-a-Car Discount feature. Members are entitled to an 18 percent discount on Hertz's Standard Unlimited Mileage Rate, and international discounts, too.

NEA members also have the opportunity to join the NEA/Literary Guild Book Club which will entitle them to special savings on the latest best-sellers.

Members can also save up to 40 percent on over 60,000 brand-name items and enjoy the convenience of shopping for them by phone, at home, through another NEA Special Services program.

And when vacation time rolls around, the NEA Travel Service offers a variety of high quality worldwide tours with or without academic credit.

The full listing of NEA Special Services programs starts on page 97.

How does NEA represent minorities and women?

Women, Blacks, Hispanics, Native Americans, and others have known for years that they can count on the NEA in their quest for justice and equity. Our Association is constantly "on call": NEA's political clout makes it a powerful ally of those who struggle to ensure that the U.S. Constitution is reality rather than promise.

We lend our political and financial resources to groups ranging from the Urban League to the National Coalition of Women and Girls in Education.

The NEA works—in the halls of Congress and in the offices of federal administrative agencies—to secure consistent enforcement of antidiscrimination laws. And it lobbies for adequate funding for programs that serve minorities and women.

NEA's Minority Involvement Program and Women's Leadership Training Program help our members develop and hone their leadership skills. And affirmative action internships give women and minorities on-the-job training in Association work.

Through the Unified Legal Services Program, the NEA funds suits on behalf of educators who lose their jobs or are otherwise unfairly treated because of their race or gender. The Association also files friend-of-the-court briefs in civil and human rights cases.

Women and minorities participate directly in formulating NEA policy. They are fully represented at the highest governing levels.

And they advise and counsel the Association through the Minority Affairs Committee and five important caucuses—the American Indian/Alaska Native, Asian Pacific Islanders, Black, Chicano-Hispano, and Women's Caucuses.

"The National Education Association should so influence teachers that throughout the country the democratic principles underlying this government shall be a part of the daily experience in the daily life of every school."

—NEA President Ella Flagg Young, 1911

Why does NEA join forces with other groups?

Coalition-building is at the heart of the legislative process. Savvy and influential groups have long recognized that if you can align your interests with those of another organization, you can double your clout and effectiveness.

During the recent year-long national study of the Social Security system, for instance, NEA worked with the Save Our Security (SOS) Coalition—an organization of about 100 national groups—to turn congressional opinion away from the radical cuts proposed by the Reagan Administration.

Another active NEA-backed coalition, the National Coalition for Public Education, has been instrumental in fighting tuition tax credits.

Why does NEA care about foreign teachers?

As a co-founder of the World Confederation of Organizations of the Teaching Professions (WCOTP), NEA believes that a common bond unites educators throughout the world.

Now representing 7 million teachers in 85 nations, WCOTP works to improve the quality of education and to defend teachers' individual and collective rights.

U.S. teachers ignore what's happening in the rest of the world only at their own peril. Last year, for instance, the premier of Quebec tried to "solve" a budget shortfall by staging a frontal assault on the wages and working conditions of teachers and other public employees. Draconian salary cuts were imposed on teachers, and educators who objected were even ordered not to resign. The Quebec teachers fought back hard against these attacks on their wages and human rights. NEA backed them with statements of support that received considerable Canadian media coverage.

There are plenty of politicians in the United States who'd like to try the same "solution." If these tactics are allowed to succeed in Canada, you can bet we here in the United States will be facing the same "solution" in our schools, too.

To foster international cooperation, NEA is currently working with teacher unions in Germany, France, Israel, and the Netherlands to publish an anthology of literary works that confront racism and anti-Semitism in all forms.

NEA's concern for foreign teachers is simply a reflection of a deep commitment to improve the working conditions of teachers everywhere whose struggles are much like our own.

"The black community has always believed in schools and continues so today. Perhaps there is no other pervasive institution left . . . other than the schools that still touches so many."

—American Teachers Association President J. Rupert Picott, 1964

Your NEA

What are NEA's top legislative priorities?

NEA has made increased federal aid for public schools and full collective bargaining rights for public employees its two top legislative goals.

In the coming year, NEA's specific legislative attention will be focused on the NEA-sponsored American Defense Education Act (ADEA).

For elementary and secondary teachers; for teachers in science, math, computer technology, communications, and foreign languages; and for guidance counselors too, ADEA will provide local school districts upwards of $4 billion to help students meet the demands of an increasingly technology-dominated world.

Dozens of proposals to attract new educators and retrain veteran teachers, particularly for math and science, have been advanced in Congress. And some have drawn NEA support. But NEA believes ADEA is the best of them all, and Congress is beginning to agree. By last June, 27 Senators and 155 House members had signed on as co-sponsors of the ADEA legislation.

To intensify the Association drive for this key legislation, NEA's Congressional Contact team members from all 435 House districts have helped put together a series of town meetings around the country.

Team members have been meeting with members of Congress, community leaders, students, and school administrators to discuss ADEA, to attract media attention and to dramatize the need for this key piece of legislation.

What is NEA-PAC?

NEA-PAC is NEA's Political Action Committee. Its goal is electing candidates to federal office who share NEA positions on key education issues.

NEA-PAC decision-making resides with the NEA-PAC Council, which is composed of state Association presidents; the three NEA national officers; elected representatives from the NEA Board of Directors; representatives from the ethnic minority, women's, and higher education caucuses.

How can you help to pass legislation?

The most experienced lobbyists will tell you—and the NEA maintains a skilled corps of them in Washington—that the congressional lobbying that really makes an impact comes from the grass roots.

How can you become a grassroots lobbyist for education? Start by keeping on top of what's happening on education on Capitol Hill. Your NEA membership newspaper, NEA TODAY, regularly updates the progress of education legislation.

Each congressional district in the United States also has two NEA Congressional Contact Team members. Contact Team members are NEA activists whose job it is to help mobilize NEA members to press for pro-education bills in Congress.

Speed counts in Congress, and there are times when it's critically important for NEA members to make their views known to senators and representatives on a moment's notice. That's why NEA has developed a unique "Lobby-by-Mail" campaign.

NEA members who agree to participate in this Lobby-by-Mail program sign "preauthorization" forms that allow NEA to send postcards—in their names—to members of Congress on key education issues.

If you'd like to join the Lobby-by-Mail effort, contact your area Congressional Contact Team members or get in touch with NEA Government Relations directly at NEA Center in Washington, D.C.

"The role of the teacher in our society is not to parrot the clichés of the current Administration or the community or anyone else. The role of the teacher in a free and democratic society is to question everything, to seek answers to those questions, to search for truth."

—NEA President John Ryor, 1977

How does NEA decide to endorse a candidate?

Candidates for the U.S. Senate and House of Representatives receive NEA-PAC endorsements only after a thorough check of their voting records and related experience.

In every congressional race where NEA-PAC makes an endorsement, local Association teams interview candidates, then decide whether to recommend endorsement.

NEA's presidential endorsement process follows a carefully timed procedure set by the Representative Assembly. It includes an important preliminary step—learning the candidates' positions on key education issues. For the 1984 election, this step began last spring. Written questionnaires, videotaped statements and follow-up interviews with the NEA president are all part of the inquiry.

The endorsement process gives delegates to the Representative Assembly the option of endorsing a presidential candidate anytime prior to the national party conventions and gives the NEA Board of Directors the option of supporting a candidate during the primary elections.

How can you get more involved in the Association?

There are literally dozens of ways to become more active in Association activities

Let's start in your own area. There's a local Association that surely can use your help.

Most locals have a number of standing committees—on instruction and professional development, public relations, bargaining, and political action, to name just a few more common local-level panels. One of these committees could use your time and energy. Or how about volunteering as an "Association rep?" The Association rep, sometimes referred to as a "building rep" or a "faculty rep", is an invaluable resource to the local Association—helping with grievances, meeting with school officials on issues that affect teachers' personal and professional lives, assisting the local's officers in running the Association's affairs.

State Associations, too, need members to fill key slots on committees that study and recommend positions on bargaining, instructional issues, political action, and membership. There's a slot open to you.

Nationally, NEA relies on members for everything from lobbying—there's a Congressional Contact Team in every congressional district—to helping review proposed books and classroom materials for the NEA Professional Library.

All NEA members, of course, are eligible to run for delegates to the world's largest deliberative body, the NEA Representative Assembly, which meets annually to decide Association policy. The over 7,000 delegates who attend these summer meetings are elected by their colleagues.

How can you help elect a pro-education President?

The most basic way is by contributing to NEA-PAC, the Association's national political action arm.

NEA-PAC's goal of $4 million for the '84 elections would allow the Association to participate effectively in all national races—for President and for the 33 Senate and 435 House seats that will be up for election next year. Why so much money? Frankly, pro-education forces are usually outspent, particularly by the forces of the Far Right who back tuition tax credits and the abolition of the Department of Education.

In 1982, just one such Far Right political action committee, chaired by North Carolina Senator Jesse Helms, raised more than $7 million for one off-year campaign effort alone!

We can never match that kind of contribution level, but your dollars plus our volunteer efforts in voter registration and get-out-the-vote drives, candidate phone banks, leafletting, and door-to-door canvasses are all absolutely necessary grassroots actions that can mean the difference between winning and losing.

If you're even more politically inclined, you can get involved in the presidential caucuses and primary campaigns now under way. That's where the process of selecting delegates to both national political conventions begins.

In the past, NEA has been particularly successful in the delegate selection process, sending nearly 500 delegates to the Democratic and Republican party conventions in 1980.

The final way to help elect a pro-education president is to vote. Only a shade over half the nation's eligible voters cast ballots in the election that made Ronald Reagan president in 1980.

Your vote can make a difference.

"If we are satisfied with meager preparation and limited abilities, the public will conclude these are the kind of teachers the nation needs."

—NEA President Corma Mowrey, 1951

Is a bigger Association a better Association?

Absolutely. An already effective large organization like NEA can only get better with new infusions of active members.

You can see the impact of a large membership most clearly when it comes time to bargain a new contract.

A strong local—a local that's approaching or achieved 100 percent membership—is in a much stronger bargaining position than a local in a school district with many nonmembers. Strong locals end up with strong contracts—documents that really advance the interests, both personal and professional, of their members. A weak local, representing only a portion of its membership potential, often ends up with a contract that falls far short of members' expectations.

The same is true at the national level. The greater our Association's grassroots strength, the more our Association's influence—on legislation, regulations, and national decisionmaking. NEA has proven strength. We can be even stronger.

NEA currently represents almost three quarters of the nation's teachers—and more college campuses than any other national organization. Still, we could be stronger. Does your local have some nonjoiners who are enjoying the benefits the Association has won without doing their part to support the Association? Why not ask them to pitch in? Remember, the most common reason people don't join the Association is that they've never been asked!

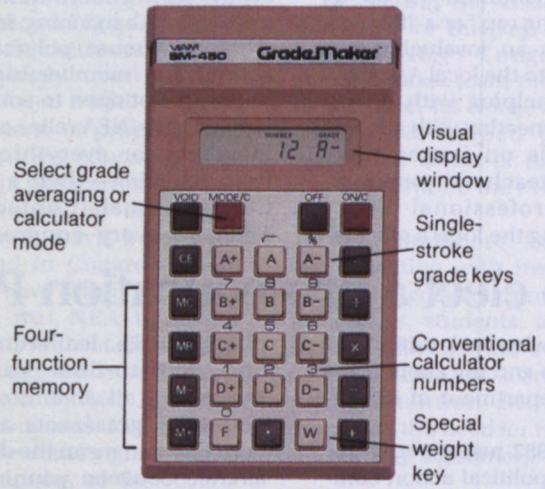
In recent years, few labor unions and professional organizations have grown; most have lost members in record numbers, thanks largely to a terrible economy and a catastrophic double-digit unemployment rate. NEA is one of a few unions that has gained members—and that's a big reason why NEA members have held their own against the salary and benefit cutbacks that have plagued so many other unions.

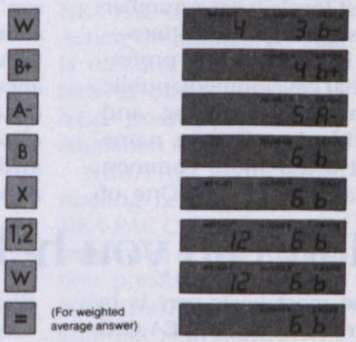
TOP SCORER

Grade averaging calculator earns high marks from educators for speed, convenience, accuracy.

Averaging letter grades is one of the most tedious and least rewarding parts of teaching. Each year, you spend hundreds of hours translating letters into numbers, figuring out how to weight grades, and going through a division process to come up with yet another number to be converted back into a letter grade. Even if you're using a numerical point system for daily grading, you still probably have to convert to a letter for the final course grade.

This drudgery, busy work takes time away from the more creative aspects of teaching — time away from students — time away from yourself and your family. But how can you make things better?





A TEACHER FOUND THE SOLUTION

Working in a suburban California school, Susan McGuire went through the same grade averaging traumas as you do. Sue figured that she handled nearly a quarter million grades each year, which took ***more than forty days of her own time.*** Then she found a better way. Sue invented the GradeMaker™ calculator to handle the entire process quickly, automatically, and accurately. In fact, her GradeMaker even weights scores and comes up with class averages!

SAVES YOU HOURS!

"Teachers have to see GradeMaker in action to believe how fast it is," Sue says. "All you have to do is punch in the letters, without even a plus in between. As you go along, the display shows how many grades you've already entered, so you don't have to start all over if you're interrupted. When you've entered all the student's grades, just press the equals key, and the letter grade average appears. It's that easy!"

GradeMaker reduces your grade averaging time from hours to minutes. In fact, it can cut the time spent with ordinary calculators by two-thirds. Let's take a closer look at GradeMaker to see how it operates. Also, try these examples on a conventional calculator, and you'll be convinced that you can save yourself lots of time.

GRADEMAKER IN ACTION

Here's how easily you can average five letter grades. Get GradeMaker going by pressing the "ON" key, then press "MODE" until the display shows the words "NUMBER" and "GRADE."

Now press just one key to enter each of the five grades — A, A−, B+, D−, and C.

Press	Display Shows
A	NUMBER 1 GRADE A
A-	NUMBER 2 GRADE A-
B+	NUMBER 3 GRADE b+
D-	NUMBER 4 GRADE d-
C	NUMBER 5 GRADE C
=	NUMBER 5 GRADE b-

In less than it takes to read about it, you have the answer — an average grade of B− with ***just 6 key strokes.*** On a conventional calculator (scale from 13 for an A+ to 1 for an F), you'd have to press ***15 keys*** then convert back to a letter; with number grades based on 100-point assignments — ***20 keys*** and a conversion.

Let's explore another GradeMaker exclusive — the special "WEIGHT" key that lets you weight major tests, projects or term papers from 1-99 times the value of other individual grades — all without creating elaborate formulas.

Grades:	A	C	B−	B+	A−	B
Weight:	1	1	4	1	1	12

(1's are for homework, 4 for mid-term, and 12 for the final.)

Press	Display Shows
A	1 A
C	2 C
B-	3 b-
X ("WEIGHT" will appear in display)	3 b-
4 (Weight value)	4 3 b-

GRADEMAKER DOES MORE

GradeMaker also has a four function memory so you can quickly compute class averages for as many as 99 students per class. And it doubles as a conventional calculator with square root, percentage, reciprocal, and automatic constant functions.

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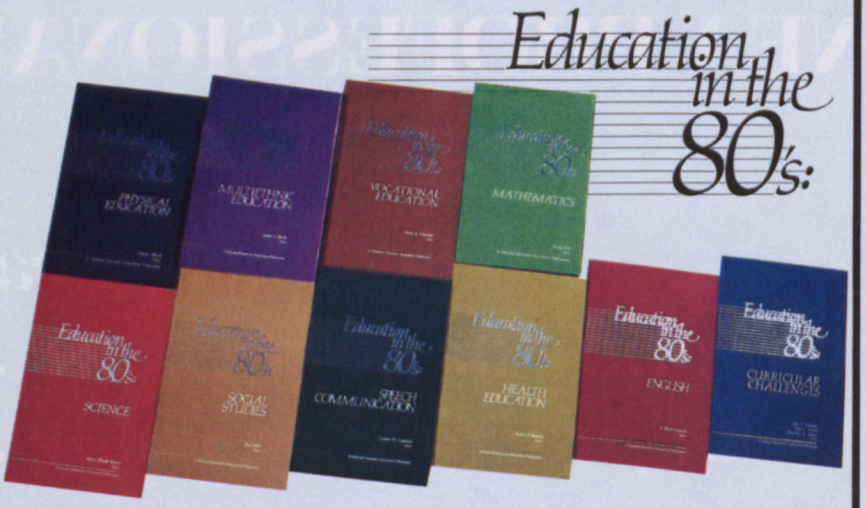

Education in the 80's are books educators will use and refer to for years to come. This series offers wide opportunities for members of the profession to instill or renew a commitment to education; to follow or instigate sound educational practices for the benefit of students; to keep schools a live and vital part of the community; to advance the roles of the profession to the standards we all desire.

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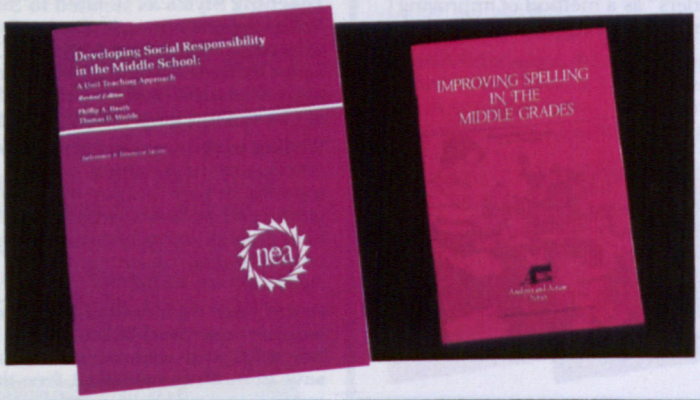

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The authors first present a comprehensive review of the theory, research, and practice of discipline and then devote the balance of the book to case studies which demonstrate specific classroom behavior issues with possible solutions. Now in its third printing, this best seller has helped thousands of teachers improve their classroom management skills.
112 pp. (1491-X-00-B3) **$7.95.**

Developing Positive Student Self-Concept. David S. Silvernail.

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See also *What Research Says to the Teacher* Section for additional books.

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Computers in the Classroom, edited by Henry S. Kepner, Jr., is the most comprehensive, understandable, and practical book for teachers. Gives personalized suggestions for all grade levels and offers specific applications for each content area. Offers intriguing ideas for helping teachers open new worlds, and new ways, of learning.
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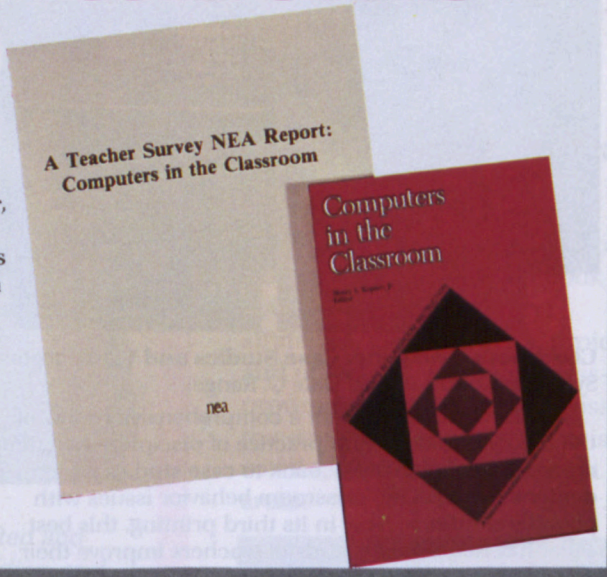

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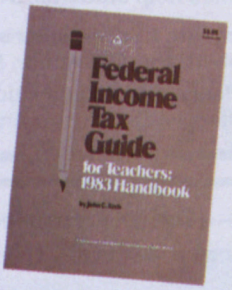

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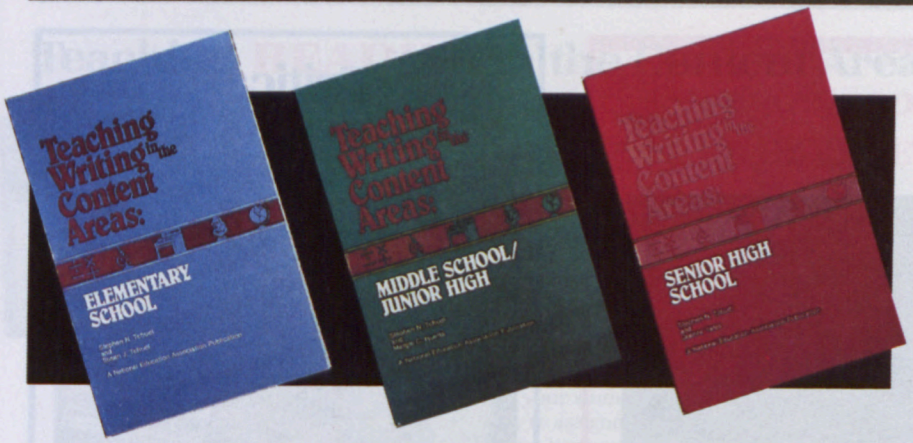

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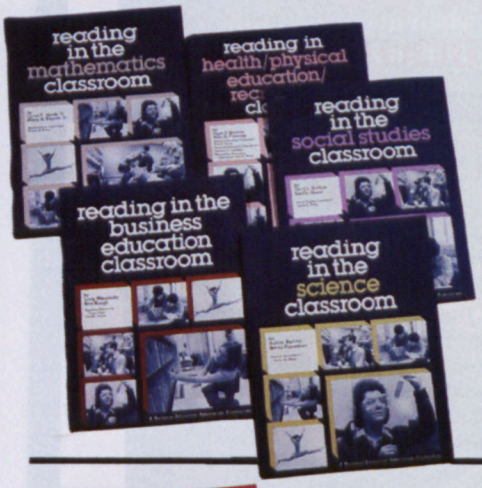

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These five books are designed for teachers who are *not* experts in the teaching of reading. Each will help teachers help their students in reading the assigned textbooks and other materials, with concentration on how instruction can be *built in* to the specific content area on a practical, day to day basis.

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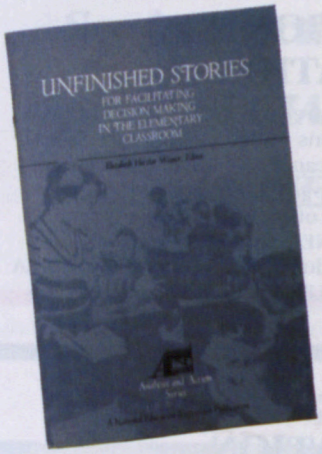

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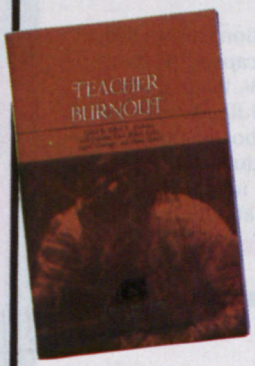

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1. What Is It?
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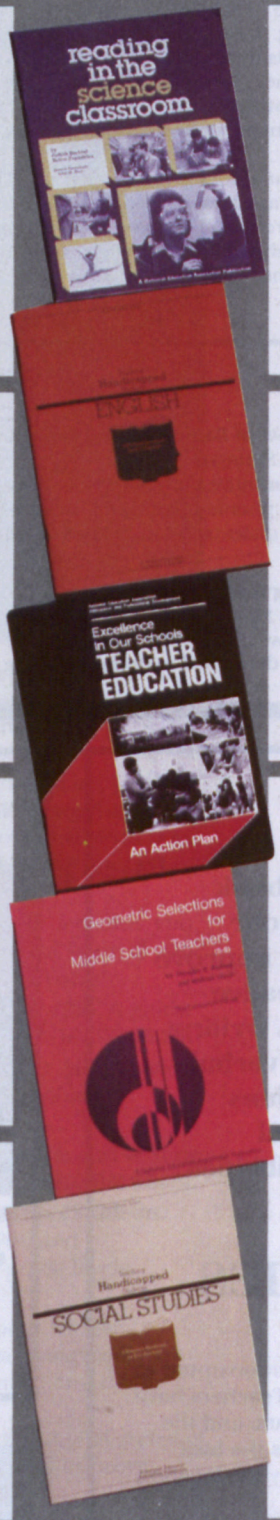

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If you're one of the approximately 600,000 members taking advantage of Special Services programs, then you know what we mean. If you don't participate, then you're missing out.

Find out why. The following nine pages explain what we mean when we say, "Membership doesn't cost...it pays!"

How Special Services can add up to savings!

On the surface it can appear that membership is an expensive proposition. But is that really the case? It doesn't have to be. In many ways, your Association dues are like money in the bank. Members like you can save a lot of money by taking advantage of the many unique programs available through NEA Special Services. In fact, depending on how you use Special Services, you could even save more money than the cost of your annual membership dues!

Saving money is reason enough to take advantage of Special Services, but not all savings can be measured in dollars and cents. We offer you savings in many other areas too! For example, we can save members time because we do all the "comparative shopping." When Special Services sponsors a program, you can be sure it represents one of the best values around.

All programs sponsored by NEA Special Services carry our personalized guarantee, too—and that can save members aggravation. Whenever you participate in a nationally sponsored program, you have our promise that we'll do our best to help solve any problems that might arise. If you do have a concern, we make sure that it is always handled quickly, fairly, courteously and in depth. We never leave the consumer satisfaction of our members to chance.

In addition, Special Services keeps members attuned to the latest developments in consumerism with a series of free Consumer Guides and timely consumer information. In this way, we can save you quite a few headaches when you're looking for reliable information.

We've provided a personal worksheet on page 106 so you can determine exactly how NEA Special Services can work for *you*. When you add it all up, you'll see what we mean when we say that Special Services adds up to special savings.

NEA Special Services Plus...

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Special Services also offers free consumer information on a wide range of topics to make sure that when you buy, you buy with confidence. Add this to our toll-free information telephone numbers, and you'll see that when we say service, we mean service.

Last, but perhaps most important, we come to *value*, which we define as a combination of price and quality. NEA Special Services can offer exceptional values for your money because we use the buying power of the Association to negotiate with suppliers for the best possible price and the inclusion of unique product features. There is definite strength in numbers, and with 1.8 million members nationwide, Special Services carries quite a bit of clout.

All of this adds up to the fact that when you participate in Special Services programs, you receive top quality, reliable products at extremely attractive prices. That's a combination you can't afford to pass up.

UNIFIED SPECIAL SERVICES

NEA...Working for you

At NEA Special Services, we stand behind every program that carries our symbol. Before we put our name on the line, we know everything there is to know about that product or service. We're investigators. We turn products inside out, read all the fine print, and have experts thoroughly research *all* of the competition.

We don't play favorites. For every product that we sponsor, there are quite a few that didn't make the grade. Equally important, we refuse to back an entire company because of one exemplary product. We only endorse the individual products and services that meet our exacting specifications. You can be sure that every product we sponsor is among the best in its category.

Look for our symbol of sponsorship. When you find it you can be sure you've found quality, reliability, service and value. And when you think about it, they're just about the hardest things to find these days.

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Some members ask, "What benefits do I get as a member of my Association?" The answer is that membership in the National Education Association is an investment which pays off with benefits that influence every facet of your life.

First, there's your life as a *professional*, where the NEA works hard in such areas as teacher's rights and professional development. Also, the Association represents you, the *employee*, to help ensure that you receive the contractual benefits to which you are entitled, including vacation and sick days.

Then, there's NEA Special Services. Special Services works for you, the *consumer*, to help you meet personal needs that are not part of your educational career. Special Services is committed to seeking out the best consumer products and services and passing them on to members at considerable savings.

As you can see, Association membership provides many different types of benefits for your life as a professional, as an employee, and as a consumer too. That's the reason why we say, "Membership doesn't cost, it pays!"

NEA Membership can take you to the 400 corners of the world

And that's only the beginning. The NEA Travel Service can take you almost anywhere in the world for a vacation you'll never forget. We offer travel possibilities to fit every schedule, every pocketbook, every life-style. Travel to the mysterious cities of the Orient; swim in the crystal clear waters of the Caribbean; ski the snow-capped mountains of the Swiss Alps; experience the excitement of an African Safari; or relax on the shimmering white beaches of Hawaii.

Our wide range of offerings not only extends to every corner of the globe but also includes tours of every type, as structured or unstructured as you want, by air, land and sea. For your convenience, many of our tours offer various departure cities. All-inclusive and Air Only trips are available, too. You can even earn graduate and in-service credit on most tours. And all trips are open to all NEA members, their families, and invited guests.

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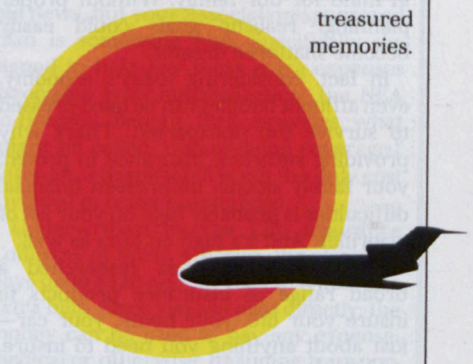
For additional peace of mind, the NEA Travel Service also offers several forms of low-cost travel insurance. To insure the satisfactory completion of your trip, all deposited funds are placed in special accounts to guarantee the security of your travel payments. And all NEA travellers receive pre-trip mailings full of information and helpful travel hints.

So the next time your thoughts turn to soaring pagodas, sparkling beaches, or mysterious ruins, think about the NEA Travel Service. We offer the kind of vacation value, experience and professionalism that turns travel dreams into treasured memories.



"With all the money I can save by travelling through the NEA Travel Service, I'll have more to spend on seeing the sights. To me, that's a real savings!"

Holly Vespignani
Maryland State Teachers Association

New NEA Travel Service Telephone Numbers

Due to the excellent value of the tours offered by the NEA Travel Service, many destinations and dates fill very quickly. To provide members with the best possible service, the NEA Travel Service has established a new general information telephone number and has added a toll-free consumer request number.

Members interested in information on NEA tours can now call toll-free and leave their name and address on an automatic answering machine. The information requested will be promptly mailed to them or a representative will call, if requested. This new toll-free number will be especially valuable to those members who need information in a hurry:

(800) 222-0900

Members who need to ask specific questions about specific tours should now call the new NEA Travel Service information number. This number was recently changed when extra lines were added.

(301) 926-6000

(8:30 a.m. to 4:30 p.m., EST, Monday through Friday) Note: this is a toll call.

The new automatic request line and the expanded general information lines will make it easier for members to receive quick answers to all their travel questions.

In addition, the NEA Travel Service has established a Preferred Travelers Mailing List. Members who place their names on this list continually receive current NEA travel and tour information. As the first to find out what's available, they have the first chance to reserve the tour of their choice. To become a preferred traveler, just call the toll-free number

800-222-0900

or complete the Special Services card at the front of this section.

Travel as an Educational Experience

When you travel with the NEA Travel Service, your NEA membership can really pay off! First of all, you can earn graduate and in-service credit on most NEA tours. Secondly, depending on your situation, many travel expenses can be tax deductible if certain IRS requirements are met.

New educational travel programs have been prepared especially for NEA members' professional development and to help them qualify for tax deductions. Be sure to ask for details when you request trip information.

Extra Travel Protection for Extra Peace of Mind

Travel planning is a complex maze of details, many of which simply cannot be controlled. That's why the NEA Travel Service offers comprehensive low-cost travel insurance. Available coverages help protect against such unforeseen events as trip cancellation, baggage loss, sickness, or accidental death and dismemberment —you select the protection you need to set your mind at ease.

Special Services Insurance Programs Pay Off With Protection

When you hold the key to your family's future, you worry about the financial consequences of something happening to you. After all, each of us has definite goals in mind for our family. Without proper planning, realistic goals could easily become shattered dreams.

In fact, considering today's economy, even affluent families can be hard-pressed to survive the unexpected. That's why providing sufficient insurance to protect your family against unforeseen financial difficulties is probably high on your list of priorities. And it's high on ours as well.

Your Association has researched a broad range of insurance products to insure your life, your home, your car—just about anything you need to insure. But what makes our programs so special is that they are custom-designed to meet the needs of NEA members and their families. And that means many special advantages for you.

To begin with, the insurance industry considers educators to be above-average insurance risks—and that has enabled the Association to obtain exceptionally attractive group rates. Secondly, many Special Services protection programs offer unique product features that are not available to the general public. And thirdly, we strive to provide the most up-to-date insurance coverage that keeps pace with today's changing needs.

We've worked hard to help assure your family's financial security. And we believe it shows in the quality of our sponsored products. That's why we never hide behind a lot of fancy words or gimmicks. Our product features are always clearly explained in simplified language so there's no confusion about what's being offered or what it costs.

With Special Services insurance programs, NEA members participate for the *right* reason—because they believe their Association-sponsored programs are the best ones to meet their needs both today and in the future.

NIE Life Insurance—For Members Only!

The New Independent Educators Life Insurance Plan (NIE) is decreasing group term life insurance that is open to members only. Designed especially to meet the needs of today's members, NIE offers a special combination of coverage, features and value. In fact, many members point to the plan as one of the many reasons why they consider NEA membership to be such a valuable asset.

The most important aspect of any life insurance policy is family security. An insurance policy that falls short in this ability, falls short altogether. That's why NIE offers a wide range of benefit amounts—from $10,000 to $200,000—to help you develop exactly the right protection for your family's future needs. Since NIE is not available to the general public, this valuable coverage is available at very reasonable group rates. In fact, NIE provides more protection for your insurance dollar than most other plans available.

In addition, NIE offers several valuable benefits you would be hard-pressed to find anywhere else. The new Automatic Monthly Contribution Option allows you to have your payments electronically transferred from your checking account on a monthly basis. Full family protection is available because, unlike most policies, every eligible family member may be insurable with NIE. And a special toll-free number has been established to provide direct answers to all questions regarding the NIE Plan.

Underwritten by The Prudential Insurance Company of America, NIE is constantly being improved in an effort to give members the best life insurance coverage possible at the lowest possible price. In fact, NIE can be *the* affordable way to provide maximum life insurance protection for your family.

"The money I've saved with NEA Term Life Insurance has bought my UTP membership."

Susan Baker
Wyoming Education Association

"Accidents only happen to other people."

True or False?

False. Statistics show that accidents happen more often than you might think. Just consider the risks that you and your family face every day—at home, at work, on the road, and at play. Now picture the potential impact of a serious accident. What would happen to those you love?

Nothing can stop an accident from occurring—it can happen to anyone, anywhere, anytime. But with your Association's group Accidental Death & Dismemberment (AD&D) Program, you can help protect your family's financial security should a serious accident happen to you.

For $4.75 a month (payable through the Automatic Monthly Contribution Option) or $52.50 a year, you can purchase NEA AD&D Insurance. This plan provides coverage 24 hours a day, everywhere in the world, and now pays up to $200,000 in benefits for covered accidents while a passenger on a public conveyance, and up to $100,000 for any other covered accident. This plan was recently upgraded to provide extra benefits under certain circumstances, including Continu-Ed and Professional Benefits. Special Services also offers a lower level option of the same quality AD&D protection: up to $130,000 for accidents while a passenger on a public conveyance, up to $30,000 for any other covered accident.

The NEA AD&D program is underwritten by The Prudential Insurance Company of America. There's no medical examination needed to enroll and no age limit. Protect yourself or include your eligible dependents on your AD&D coverage—the cost remains the same.

Remember: it's an unfortunate fact of life that accidents do happen, and they can involve you or someone you love. What makes it even more unfortunate is that an accident can undermine a family's financial security. Special Services has designed the NEA AD&D Program to help safeguard your family's financial security against an uncertain future.

NEA Homeowners Insurance...

For those who need more than just coverage at home.

Insurance coverage for your home and its contents is a necessity for everyone today, but you may face special risks. Together with the Horace Mann Insurance Company, Special Services has designed a homeowners policy specifically to help members meet their needs.

Your Association-sponsored plan goes beyond your home to extend personal property coverage into the classroom and around the world. The plan also provides for loss of personal property from an unlocked automobile.

To ensure the utmost in coverage, convenience and value, the Association-sponsored plan also offers a merit reducing deductible, a survivor's waiver of premium, and an optional mortgage disaster endorsement. There's even an optional inflation guard feature to automatically assure adequate coverage of your property despite inflation.

With special features like these, the NEA Homeowners Insurance Plan offers greater protection than most other policies. And there are plans designed specifically for members who live in condominiums, mobile homes or apartments, too. All plans provide fast, fair claims service and the kind of protection the NEA has been offering for over seven years.

Remember: all homeowners policies are not alike. Only your Association-sponsored homeowners insurance plan can protect your belongings at home, at school, anywhere in the world.

Special Services constantly re-evaluates its sponsored programs to create better offerings for NEA members. The NIE Life Insurance Plan is but one example of how Special Services programs are improved to keep pace with the changing needs of the membership.

1975 Independent Educators Plan introduced. Coverage available from $10,000-$30,000.

1977 Maximum coverage increased to $50,000. Plan name changed to New Independent Educators.

1979 Optional spouse & dependents coverage added. Disability waiver added.

1980 Maximum coverage increased to $100,000.

1982 Maximum coverage increased to $200,000. Automatic Monthly Contribution Option introduced. Toll-free telephone number established.

Automatic Monthly Contribution Option Introduced

NEA Special Services recently introduced a convenient new feature into its life insurance plans (including NIE) and accidental death and dismemberment program (AD&D). Called the Automatic Monthly Contribution Option, it offers participating members the opportunity to have insurance payments electronically transferred from their checking accounts on a monthly basis.

The option has already received a highly favorable response from participants because it's easy on the budget, it's automatic, it's convenient and, perhaps most importantly of all, it greatly reduces the risk of having a lapse in coverage.

NEA In-Hospital Benefit Plan Improved

Skyrocketing hospitalization costs may be old news, but your Association-sponsored plan is something else. Specifically designed to help pay those extra expenses associated with hospitalization, the NEA In-Hospital Benefit Plan provides what might be called "cost-of-living coverage." After all, a hospital bill is not the only cost involved in being hospitalized.

Underwritten by the Life Insurance Company of North America, the plan now pays up to $120 per day to help with those extra bills. Since you are paid directly, the money can be used to pay *any* expense, medical or otherwise, including transportation costs, child day care, hotels/motels, phone calls, food . . . it's your decision!

Under this plan, benefits double when hospitalized for cancer or intensive care; 50% of the plan's benefits are payable for convalescence. And benefits are now payable for pregnancy, too.

As an NEA member under age 65, you are eligible—regardless of health. You can insure your spouse and dependent children under the Plan's attractive group rates, too. After age 65, this coverage automatically converts to a special Medicare Supplement Plan. Even if you don't have Medicare, this plan will pay benefits for non-covered expenses.

In addition, the NEA In-Hospital Benefit Plan now pays benefits for longer periods of time. These features are combined to offer members the best coverage possible.

"Just wanted to tell you how pleased I am with my Homeowners Insurance. Not only did my rates go down, but my claim was paid without the usual hassles. That's what I call service!"

C. Stroud
California Teachers Association

NEA Special Services is like having a friend in the business

Anybody can pay retail prices. But if you want to buy at a real discount, it pays to have a friend in the business. You have one in Special Services. In fact, we can be a very good friend, indeed. Our discount programs can save you money on many of your most important purchases—from everyday family necessities to those well-deserved luxuries. With prices going up all the time, doesn't it make sense to turn to a friend in the business for the best values for your dollar? Nobody should spend more for a product or service than they have to, and as an NEA member you definitely *don't* have to.

Costs are going through the roof and there are so many more products on the market to buy these days. That's why we're constantly striving to develop top quality discount buying programs for NEA members and their families. These programs can make all the difference in your budget; when your dollar goes further you can not only afford everything you *need,* but also more of the things you *want.*

Special Services discount programs cover a wide range of products, from best-selling novels to prescription medications to car rentals to all types of name-brand merchandise. Most local associations negotiate with retail merchants for special discounts, too. In many cases, these are indicated in the store window by placing the NEA Special Services discount decal with those of major credit cards.

Because your Association designs all of these programs specifically with you in mind, they offer the greatest possible value for your hard-earned dollars. Equally important, we define value as a combination of low price and top quality. Our philosophy has always been that one without the other is not a bargain at all, but merely a compromise.

So take advantage of your friend in the business: Special Services and its sponsored discount programs. We can't make the best things in life free, but we can make them cost a little less. And we do.

The Unified Vitamin Program has members' health needs in mind.

Your job demands that you be at your best every single day. A properly balanced diet should supply all the vitamins and minerals you need—unless you can't always find the time to eat the way you should. Unfortunately, the more active you are, the more you depend on an adequate vitamin and mineral intake to keep you going.

In today's busy world, good health is not just a matter of chance. It's a matter of choice, because vitamin supplements may be the only way to insure adequate nutrition. Your Association makes that choice more convenient and less expensive through the Unified Vitamin Program.

The Unified Vitamin Program offers vitamins formulated to the highest professional standards. Satisfaction is guaranteed unconditionally for 30 days, or your money is refunded in full. In addition, the Unified Vitamin Program offers low prices. In fact, if you use brand name vitamins, you can save 50% and more.

The Unified Vitamin Program also features a toll-free telephone number to place orders or ask questions, open credit privileges, and prompt order processing. Beauty and health aids are also available, and you receive a free bonus gift with every order.

So for professional quality vitamins at professionally discounted prices, take advantage of your Association-sponsored vitamin discount plan, available exclusively to NEA members and their families.

"Please let me thank you personally for the excellent quality of your Prescription Service: cost-effective, efficient delivery, accurate records for tax/insurance. Thank you."

Idris J. Knox
Massachusetts Teachers Association

NEA Prescription Service...a healthy value and more

It's hard enough to stay healthy in today's busy world without the added stress of shopping around for drugstore bargains. With your Associations's program, meeting your family's health needs is simple—all you need is a current catalog.

Over 6,500 prescription and 7,000 non-prescription items are available by mail through Pharmaceutical Services, Inc., the most technically advanced pharmacy in the country. Orders are filled and shipped on the same day received—by first class mail for prescription products, third class mail for non-prescription.

Not only does the NEA Prescription Service offer mail order convenience on a full selection of top quality items, it offers consistently low prices, too. All prices are guaranteed for 90 days from the catalog's effective date and delivery is included free when you order prescription items. And there's no sales tax or other hidden charges.

In addition, the NEA Prescription Service pioneered generic substitution by your doctor. Generics represent your greatest value: you can save as much as 50% off the cost of brand name equivalents. The two medicines are identical chemically and therapeutically . . . only the names—and the price!—are different.

But the NEA Prescription Service does more than just fill prescriptions. It offers several unique and exclusive benefits that help protect your health. Our drug interaction information alerts you to the dangers of combining certain medications. Special drug instruction cards explain the do's and don'ts of taking your medication so that you can avoid side effects. And if you let us know your drug allergies, our computer will automatically check each order for potential allergic reactions.

In addition, your Association-sponsored program provides printed reorder cards to simplify refills, a year-end purchase record for tax purposes, and a "no questions asked" return policy.

These features combine to make the NEA Prescription Service one of the most popular Special Services programs. In fact, a recent survey revealed that 96% of all participating members plan to continue using the program, and would recommend it to other members as well.

A Book Program Exclusively For Members

Avid readers know that book clubs represent the most economical way to keep up with the best-seller list. But only NEA members can take advantage of the special savings available through the Unified Book Program.

The savings start with a special introductory offer. When you join the NEA/Literary Guild Book Club, you are entitled to choose any 5 books from the extensive Literary Guild selection and pay just 49¢ each, plus shipping and handling. You'll also receive a free tote bag!

You have ten days to examine your introductory books without obligation. If for any reason you are dissatisfied, simply return them to cancel your membership. Either way, the tote bag is yours to keep.

But the savings don't stop there! As part of your book club membership, you'll receive the regular Literary Guild magazine 14 times a year. Each issue describes one or two Main Selections, plus a variety of Alternates. The Guild offers its own complete, hard-bound editions, sometimes altered in size to fit special presses that save members even more.

Main Selections are shipped automatically. If you prefer an Alternate or no book at all, fill out the Member Reply Form that is always provided and return it within

ten days. If late delivery of the magazine causes you to receive an unwanted Selection, return it at the Guild's expense.

Up to four times a year, you may also receive offers of special Selections. These always represent substantial savings off publishers' edition prices.

Under the Unified Plan, you must purchase one more book at the regular low Club price within six months, after which you may resign or remain a member for as long as you wish without obligation to buy additional books. NEA members also receive a $5 discount certificate for every four books that are bought. This certificate may be applied to future purchases.

If you are already a Literary Guild member, you can convert to the Unified Plan and become eligible for NEA Discount Certificates. As an NEA/Literary Guild member, there will be no new commitment to fulfill; however, the purchase commitment of the original membership must be fulfilled if it has not already been done.

Hats off to NEA/Hertz!

What do you call a combination of special discounts, a broad selection of cars, and more than 4,000 locations? The NEA/Hertz Discount Program!

For years, the NEA/Hertz Discount Program has offered members more for their money. And now, the available discounts are greater than ever before. NEA members are now entitled to 18% off Hertz's Standard Unlimited Mileage (SUM) rates (applicable taxes and optional insurances not included). Because SUM is a flat rental charge, you always know the full cost beforehand—no more worrying about extra charges for taking the scenic route! The weekly SUM rate is only five or six times the daily rate (depending on the location), even if the car is kept seven days. And the NEA discount remains in effect even if you leave the car at a different location. (Some locations, however, may have drop-off charges.)

Of course, under certain circumstances, it might pay to take advantage of Hertz's economy touring rates . . . especially since NEA members can now receive special "dollars-off" discounts in all 50 states.

These discounts are good on all of Hertz's multi-day rates—even the popular Weekend Economy Fare—although in certain states, certain classes of cars are not covered.

There's even a toll-free number to reserve your car in advance; overseas discounts are available, too. With so many options available, saving on renting a car is as easy as showing your NEA/Hertz Discount Card. It's yours free as a benefit of membership. Your Hertz representative will compare rates and find the one that's best for your particular situation.

"When prices are compared, our Association-endorsed purchasing service just can't be beaten."

Ernie & Delores Simoneaux
Louisiana Association of Educators

Members dial for discounts with Unified Purchasing Service

The Unified Purchasing Service helps members become informed consumers and save hundreds of dollars a year when shopping for and buying name-brand merchandise. With this service, members can shop toll-free from anywhere in the continental United States—without leaving the comfort of their home. To find out quickly and accurately what a particular item should cost, all a UPS member has to do is call for a quote on the total delivered cost—with no obligation to buy.

Administered by Comp-U-Card of America, the Unified Purchasing Service is designed for members who are serious about getting more for their money. Because of high volume buying, NEA members can buy brand-name merchandise through the UPS at near wholesale prices that can be 15-40% lower than at retail outlets. More than 60,000 popular brand-name items are available, from tvs and stereos to washer/dryers and furniture to cameras and fine china to much, much more. Just a few of the many brand names offered to members at a discount are Amana, Bell & Howell, Bulova, Canon, Fedders, GE, Maytag, Nikon, Panasonic, Sealy, Westinghouse, Wurlitzer, and Zenith. And all merchandise is delivered to your home with full manufacturer's warranties in effect.

For a low membership fee, you receive a personalized card that entitles you to one full year of unlimited toll-free calls. Multiple year memberships are available, too. You'll also receive a special gift certificate.

In addition, as part of your UPS membership, approximately ten times a year you'll receive listings of Super Values available especially to UPS members.

The Unified Purchasing Service . . . it can save you money, time and energy.

Special Services Is Working For Your Tomorrow...Today

You've worked hard to attain your family's current standard of living. At NEA Special Services, we know that you want this life-style to continue into the future—and to continually improve, too. If you're like most people, that means being able to devote more time to your own enjoyment.

Unfortunately, few people realize just how much income they will need at retirement to maintain their current way of life. Until just a few years ago, it was generally believed that less money was needed after retirement. This belief has rapidly been giving way to the more realistic view that people need nearly as much money *after* retirement as they did when working. And with the purchasing power of the American dollar declining every year, the future may bring greater difficulties for those people no longer actively employed.

In fact, research has shown that nearly 85 out of every 100 retired persons depend on income that is classified below the poverty level. Whether or not you become one of the 85 most likely depends on one thing: sound financial planning.

The time to begin planning for your retirement and the years beyond is right now—no matter what your current age or situation in life. Taking advantage of your Association-sponsored tax-deferred annuity plan can help secure your future life-style and that of those you love. Of course, the earlier in your life you start, the more successful your financial plan will be in the final analysis.

Remember: tomorrow is just a day away. The time to plan your financial situation is *today.*

TDA's—An important financial advantage

When it comes to retirement security, employees of public educational institutions and certain tax-exempt organizations have a special advantage. Under Section 403(b) of the Internal Revenue Code, they are eligible to invest in what are known as Flexible Premium Tax-Deferred Annuities.

This type of TDA is one of the most attractive means for accumulating retirement funds because taxes on both the money invested and the interest it earns are deferred until withdrawal. TDA's not qualified under 403(b) are available to all persons, but only the interest on the principal is tax-deferred until withdrawn, not the taxes on the principal itself.

The following chart shows the potential tax advantage of a tax-deferred investment vs. a non-tax-deferred investment.

	Non-Tax-Deferred Investment	Tax-Deferred Investment
Gross annual deduction from salary	$ 1,200	$ 1,200
Federal income tax deduction based on 35% tax bracket	−420	$ 0
Net investments per year	$ 780	$ 1,200
Fund balance after 25 years at 8% interest rate	$40,260*	$94,745
Federal tax liability at withdrawal based on 20% tax bracket	0,000	18,949**
Net spendable amount	$40,260	$75,796

*Reflects 35% taxes on annual investment income.

**Assumes that funds are not taken in lump sum.

Source: Tax-Deferred Annuities: A Comparative Analysis (NEA Special Services, 1982)

The UTP Tax-Deferred Annuity Program

Everyone retires sooner or later. The problem is that many people aren't financially prepared when the time comes. Now you *can* be with your Association's tax-deferred annuity program.

Available in most states, the United Teaching Profession Tax-Deferred Annuity (UTP TDA) Program was developed by the Horace Mann Life Insurance Company and your Association to help you accumulate the cash you need for a comfortable and secure retirement.

The plan offers a double savings advantage. Federal income taxes on the entire amount you invest, and on all the interest it earns, are deferred until the money is withdrawn. Ideally, this is at retirement when income is usually less and generally subject to lower tax rates. In addition, you may even be placed in a lower Federal income tax bracket because the amount of your investment is deducted from your gross income!

Aside from the tax advantage it provides today, the UTP TDA offers outstanding growth potential for tomorrow. Recently, we added new features that give investors higher interest and more flexibility than ever before. And we've actually eliminated some previous restrictions so you can have more control over the money you set aside for retirement.

We take your retirement seriously. You should too. With a tax advantage today and retirement security tomorrow, the UTP Tax-Deferred Annuity Program can help you retire with the money to make your dreams come true.

Remember: without money, retirement dreams are just that. Dreams.

"I started my TDA to save for retirement, but I can't believe how much I saved on my taxes this year alone!"
Michelle Kanter
Maryland State Teachers Association

Tax-Deferred Annuities: A Comparative Analysis

The question frequently arises as to whether a "best" tax-deferred annuity (TDA) exists. Clearly, the answer is "no." One product may be "best" in some respects but not in others, or "best" for one teacher but not for his or her colleague. In the final analysis, each investor must evaluate the relative importance of each factor in light of personal circumstances and future expectations.

Considering its complexity, this is no easy task. That's why NEA Special Services researches the fixed TDA products currently offered to the teacher market. Our primary goal is to alert members to the benefits and risks of TDA's and to provide basic information for their evaluation.

The NEA TDA Study is recognized as one of the most detailed and well-known studies in the industry. No attempt is made to give professional advice regarding the acceptability of any particular TDA product. Its purpose is to help NEA's affiliated organizations and their members better understand the quantitative data and underlying techniques involved in examining all important factors of fixed TDA's.

The report is also made available to participating companies to help them evaluate their product's competitiveness. The Association believes that this report not only encourages companies to keep their product up to date, but also provides the necessary information for them to do so.

This convenient and comprehensive reference document is available through the state associations, or you can purchase your own personal copy for $15 to cover production and distribution costs. In addition, this year for the first time ever, NEA Special Services has developed studies on both variable tax-deferred annuities and mutual funds. These studies are also available through your state association.

Special Services means consumer awareness

The expression "Consumer Beware!" means more today than ever before. In fact, so many products and services are currently competing for attention that it can almost be impossible to make an informed consumer decision.

Your Association knows that *informed* consumers make the *best* consumers because they know how to get the most value for their purchasing dollars. That's why we're not only working to increase members' awareness of consumerism's importance, but also to provide the type of consumer education that can save NEA members a lot of time and trouble, and usually some money, too.

Special Services' consumer effort takes many forms, the most prominent of which is a constantly expanding series of consumer guides. The guides cover a wide range of complex topics—Homeowners Insurance, Life Insurance, Tax-Deferred Annuities, Disability Income Insurance, Auto Insurance, Health Insurance and Travel—and are available *free* to NEA members.

These guides are designed to help members arrive at the answers that are right for their particular situation. In each product category, we carefully outline the benefits and possible drawbacks of the different options available. All of our information is backed by many hours of careful research and evaluation. We read the fine print and do the legwork. And all guides are updated as new developments appear on the scene.

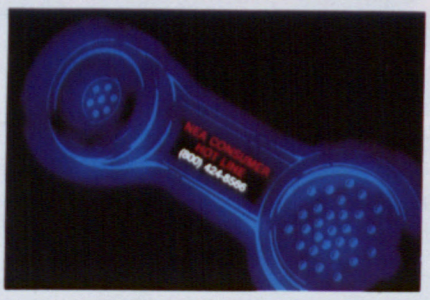
As another service to NEA members, Special Services keeps state and local leaders informed about recent developments in the various product areas. In this way, they are better able to assist members with questions and/or problems concerning sponsored products. In many cases, this information is passed directly on to the membership through articles in the state and local publications.

In addition, Special Services now publishes a special Health Ed newsletter through the NEA Prescription Service Program. Mailed to all members who participate in the program, this newsletter provides important health care information that many participants have found to be exceptionally valuable.

Members know they can trust Special Services for reliable consumer information because we never take sides on an issue. We don't try to sell any particular program, we just explore the various alternatives. Special Services wants NEA members to have all the facts *before* an important purchase is made. After all, only by totally understanding all of the options available can a truly *informed* consumer decision be made. And that's what Special Services' commitment to consumer education is all about.

"After attending a TDA workshop, I saved over a lifetime of dues in changing to another TDA."

Ken Eggleston
Wyoming Education Association



If you ever have a consumer concern or servicing problem with a nationally sponsored program, help is as near as your phone. You can call the NEA Consumer Hot Line toll-free from anywhere in the continental United States, 9 a.m. to 5 p.m. EST, for prompt, personalized assistance. (In Alaska and Hawaii, you should call collect 202-822-7761.)

Dial 800-424-8566

Special Services Savings Worksheet

Here's your chance to find out exactly how Special Services can work for you. We'll start with a hypothetical example of a 35-year-old female member who purchases various programs on her own as compared to purchasing through the Association.

Then you try it. Fill in the rest of the chart with what you're paying now. We think you'll be surprised at the outcome.

Program Description	Non-Member Price	Member Price	Savings
$100,000 Term Life Insurance	$356.00	$122.00	$234.00
Accidental Death & Dismemberment Insurance (Travel)	$ 65.00	$ 19.00	$ 46.00
Prescription Service (100 tabs. Penormin 50mg)	$ 37.25	$ 24.93	$ 12.32
TOTAL	$458.25	$165.93	$292.32
Life Insurance			
Accidental Death & Dismemberment Insurance (Travel)			
Hardcover Books			
Prescriptions 1. 2. 3.			
Purchasing Service 1. 2. 3.			
Vitamins 1. 2. 3.			

Your Total Savings:_____

Your Dues:_____

All in all, Special Services adds up to Special Savings. We can save you time. We can save you headaches. We can save you from making a consumer mistake. And we can save you money. Use Special Services and you'll agree that NEA membership doesn't cost . . . it pays!

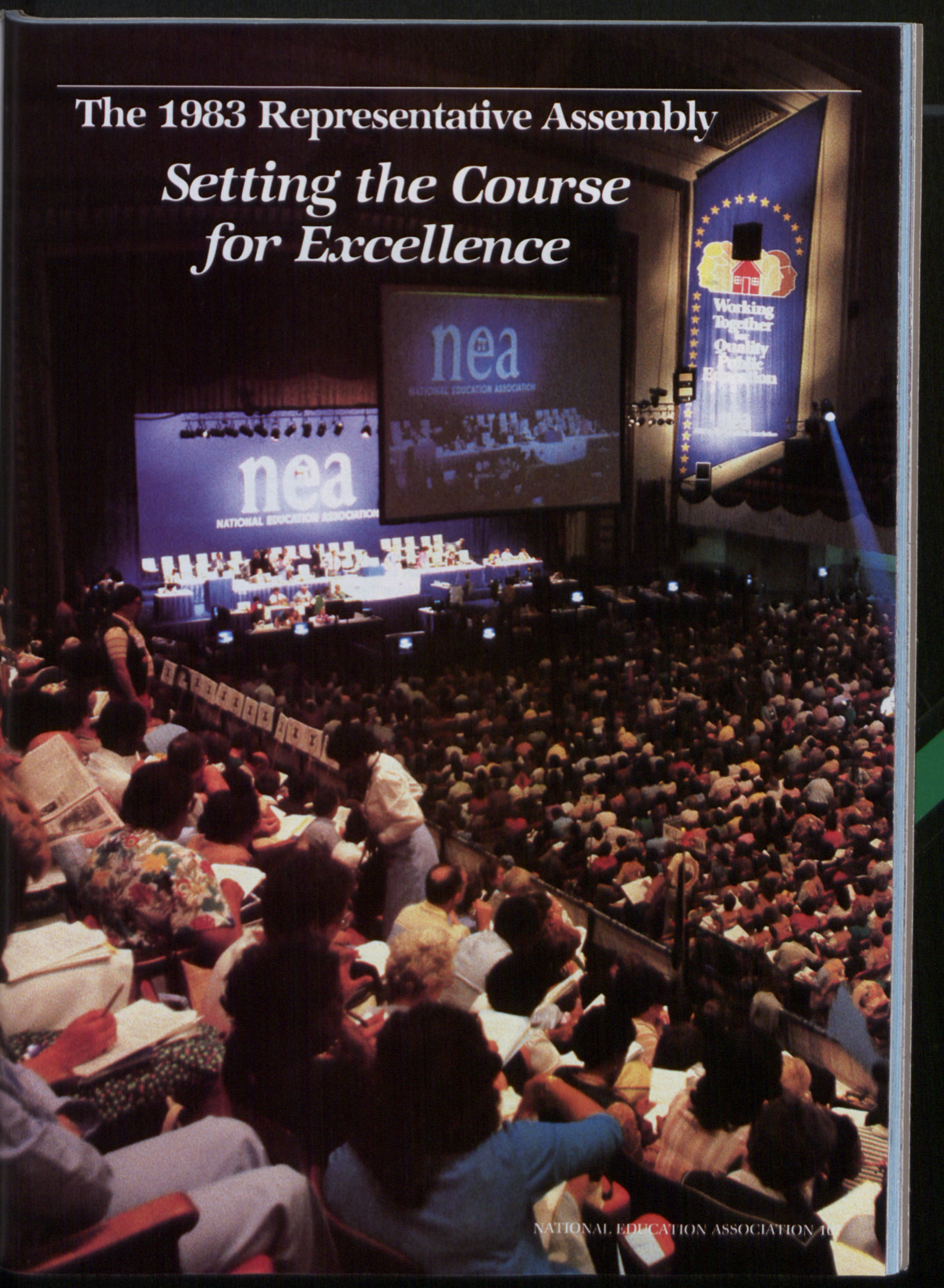
UNIFIED SPECIAL SERVICES

NEA...Working for you

NEA MEMBERSHIP DOESN'T COST...IT PAYS

The 1983 Representative Assembly

Setting the Course for Excellence



NATIONAL EDUCATION ASSOCIATION

For Education, An Historic Opportunity

"We are not willing to accept plans, proposed under any name, that would destroy the rights of teachers or promote expediency and politics over the needs of students."

Willard McGuire

Last July Fourth, the fireworks went off a day early.

With the attention of the nation focused upon them, the more than 7,000 delegates to the annual NEA Representative Assembly sent a message to the American people—and the Reagan Administration.

Meeting in Philadelphia, those delegates enacted a bold new initiative designed to spell out—in detail—the steps that have to be taken at every level of American society to achieve excellence in education.

"We intend to give the American people a yardstick against which they can measure our political leaders," said outgoing NEA President Willard McGuire. "Then they can see who's serious about quality education—and who thinks education is just a good political issue."

The new initiative enacted by the 1983 Representative Assembly—NEA's 61st—established a Blue Ribbon Teacher Task Force that will monitor and assess how to best implement the most promising education reforms that surfaced this past spring and summer.

The NEA Teacher Task Force will look at what local school districts, the states, and—perhaps most significantly—the federal government can do to help struggling schools foot the bill for educational progress.

The initiative also reiterates NEA's opposition to any pay plan that bases the compensation of teachers on favoritism, student achievement, subjective evaluation in the absence of clearly defined performance criteria, or other arbitrary standards.

Any career-incentive pay plans that do emerge, maintained the RA, must be tailored to the needs of local school districts with the active involvement of local Associations.

To ensure that involvement, the initiative mandates that:

- NEA provide technical and financial assistance to affiliates that seek to respond to merit pay, master teacher, and other career-incentive teacher compensation plans.
- NEA function as an information clearinghouse on career-incentive pay plans.
- NEA evaluate, at affiliate request, all proposed career-incentive pay plans.

"We do not want mediocrity in our schools," concluded NEA President Mary Hatwood Futrell, "and we shall not accept mediocre solutions to the problems we face.

"No longer shall we accept mediocre pay. No longer shall we accept mediocre working conditions. No longer shall we accept mediocre teaching materials, and no longer shall we accept mediocre support. No more! Never!"

Photos: Joe Di Dio

FUTURO

The 1983 Representative Assembly

For the Association, A President for Tomorrow

"I am determined that all public school employees shall be adequately paid, fully protected, and substantially supported in an environment that fosters the dignity of every man, woman, and child."

Mary Hatwood Futrell

Mary Hatwood Futrell of Virginia is the new president of the National Education Association.

Elected by the more than 7,000 delegates at the 1983 Representative Assembly, Futrell succeeds Willard McGuire of Minnesota in NEA's top office.

Futrell will be joined at the NEA Center by a new Association vice-president. Delegates to this past July's RA named Keith Geiger of Michigan to the Association's number two slot.

Futrell and Geiger will both serve two-year terms that begin September 1.

Delegates to the Philadelphia RA also elected a new NEA secretary-treasurer: Roxanne Bradshaw of Colorado. Bradshaw will complete the unexpired term of Mary Futrell, who had been re-elected secretary-treasurer at the 1982 RA.

Futrell, 43, a business education teacher from Alexandria, Virginia, is a past president of the Virginia Education Association.

Geiger, a mathematics teacher in Livonia, Michigan, had just completed a term as president of the Michigan Education Association. Bradshaw, a psychology instructor at Pikes Peak Community College, Colorado Springs, Colorado, has served on NEA's Board of Directors.

RA delegates also filled three slots for at-large seats on NEA's Executive Committee. The delegates chose Pearl Mack, an elementary teacher in Harvey, Illinois; Gary Obermeyer, a secondary art teacher in Seward, Nebraska; and John Wilson, a special education teacher in Raleigh, North Carolina.

These three join colleagues who are already serving three-year terms as Executive Committee members: Ed Foglia, a reading teacher from San Jose, California; Odetta Fujimori, a diagnostic-prescriptive teacher from Honolulu, Hawaii; and Jim G. Lewis, a social science and English-as-a-second-language teacher from Winfield, Kansas.

In related action, delegates elected Nancy Marrone, a library technician from Gorham, Maine, to fill a newly-created educational support seat on the NEA Board of Directors.

Characterized by the press as tough, direct, and forthright, incoming President Futrell is known as much for her activism on behalf of civil and women's rights and international understanding as for education. She served five years as president of ERAmerica and was appointed by the U.S. Secretary of State as a member of the U.S. National Commission for UNESCO.

Her acceptance speech before the RA reflects her willingness to confront difficult choices. Speaking of the "education reform that is sweeping our country," Futrell told delegates:

"For us not to be involved would be tantamount to our repudiating our past. If we are who we say we are, we have only one choice—to seize the opportunity to be active participants and to cause the reforms we have so long desired."

At left, the newly elected NEA officers and Executive Committee members: Gary Obermeyer, John Wilson, Secretary Treasurer Roxanne Bradshaw, President Mary Hatwood Futrell, Vice President Keith Geiger and Pearl Mack.

The Honor Roll of the 1983 NEA Annual Meeting

Every year, at the Representative Assembly, NEA pauses to recognize outstanding members and affiliates who have made special contributions to public education.

Those contributions vary widely. There are teachers who have developed nontraditional approaches to recruiting talented high school seniors into teaching. There are local Associations who've designed imaginative projects to build ethnic understanding. There are state Associations who've raised record contributions for pro-education political candidates.

The outstanding teaching projects that earned the respected NEA Hilda Maehling Fellowship awards in 1983 went to 11 different individuals and affiliates. Winning honors were: the cable television committee of the Erie (Penna.) Education Association; the Camden (N.J.) Education Association; Carmen Chambers-Nash and Martha Gayle Jackson of the King William (Va.) Development Center; Joyce Hardin of Lubbock (Tex.) Christian College; Merrita Hruska of Amherst, Mass.; the Kanawha (W.Va.) Teachers Association IPD Committee; Gail Bossert Klink of Newark, Ohio; Lawrence Mayo and Mona Scheraga of Passaic, N.J.; Twyman Patterson of Jeffersonville, Ind. the Ski Country (Colo.) UniServ Unit; and the Wyoming (Mich.) Education Association.

The 11 awards presented at the 17th Annual Human and Civil Rights Dinner illustrate the creative approaches that teachers and others have fashioned to increase equity and respect for all students and teachers. An advocacy program for Asian and Pacific Island women and a celebration of Black history through art were just two of the many achievements honored.

The Human and Civil Rights award winners included: Irene Hirano, director of the To Help Everywoman Clinic in Los Angeles; Sparlin Norwood, an Oklahoma advocate of respect for all Americans; Colorado educators John and Patricia Rosales; New Jersey social work administrator Nida Thomas; Minnesota fifth grade teacher Ginger King; NEA-New Mexico and the Clark County (Nev.) Classroom Teachers Association; Kentucky artist Maurice Strider; and Georgia teacher-leader and legislator Horace Tate.

Another honoree, Constance Starbird of San Rafael, California, winner of the Irvamae Applegate International Understanding award, has reached beyond this country's boundaries to help children in need. Starbird has made several trips to Thailand and Haiti to help children who are refugees or are victims of malnutrition.

"No other institution does what you do. You don't care whether students are rich or poor, black or white, smart or slow, you say, 'Come on. We'll try the best we can, you do the best you can.'"

Frosty Troy,
1983 Recipient of
NEA's Friend of
Education
Award

Former NEA Executive Director Terry Herndon was also honored at the annual Human and Civil Rights Dinner with both a Committee on Human Relations Special Award and a unique Irvamae Applegate award.

Herndon was cited for his strong advocacy of desegregation and affirmative action and his staunch opposition to the nuclear arms race.

This year's winner of the Dorros Peace Trophy was Vermont NEA for its educational program on defense and disarmament, conducted last spring in the state's high schools.

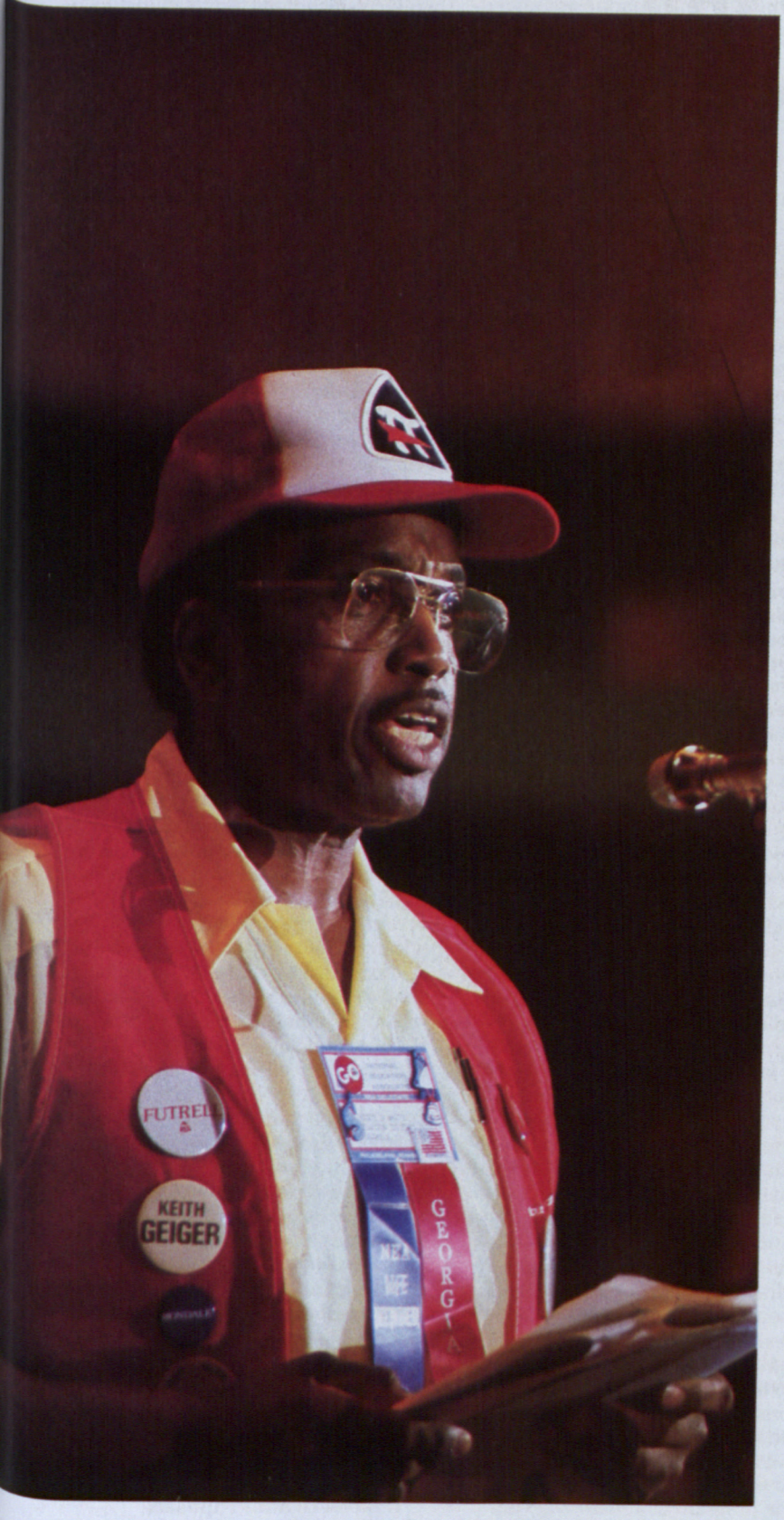
NEA's 1983 Friend of Education Award went to Frosty Troy, editor of the *Oklahoma Observer* and a fiery orator who travels widely speaking out for public education and educators.

Building a bigger and better Association is always a goal of NEA, and this year three state affiliates and several locals were cited for their Association-building membership achievements.

Heading the list were Florida's FTP-NEA for the largest number of new members, the Mississippi Association of Educators for the largest membership percentage increase, and the Wyoming Education Association for the longest (11 years) sustained record of annual membership increases.

In turn, these three affiliates named local Associations for their special contributions to membership recruitment: From Florida, the United Faculty of Florida and the Orange County Classroom Teachers Association; from Mississippi, the Pearl River County Association of Educators; and from Wyoming, the Evanston Education Association and the Ten Sleep Education Association.

NEA-PAC—one of the cornerstones of NEA's political action effort—drew a record $151,084 in contributions from 1983 RA delegates. The three affiliates achieving the highest percentage-of-goal ($15 per delegate) totals were the Overseas Education Association (788%), Alaska-NEA (610%), and the Iowa State Education Association (260%). The Pennsylvania State Education Association and New Jersey Education Association delegations led in total contributions, with $7,825 and $7,669 respectively.



The Governing Documents of the National Education Association

As adopted by the 1983
NEA Representative Assembly

The NEA Legislative Program for the 98th Congress

Preamble

The National Education Association through adoption of the Legislative Program by the Representative Assembly sets forth the legislative policies of the organization.

NEA believes in an appropriate federal role in education to assure equal educational opportunity for all citizens, to enhance the quality of public education in our nation, and to provide general financial assistance to local public education agencies for maintenance and operation of the public schools. This commitment is a proper response to the present and future economic, social, and national defense needs of America. The federal government must honor its commitment to assist state and local education agencies which bear the direct responsibility for providing education programs.

NEA supports legislation which advances its commitment in five major areas: adequate federal support for public education; improvement in the welfare, professional status, and personal economic security of all members; protection of civil and human rights; preservation and advancement of good public policy; and provision of high quality education for all.

The lobbying resources of the organization are utilized to achieve legislative goals as prescribed by NEA policy in three tiers of activity.

First Tier: *NEA Priority Legislative Initiatives* developed and proposed by NEA which require continuing high activity levels to meet the goal.

Second Tier: *Current Priority Congressional Issues* of major importance to NEA which require continuing high activity levels to implement NEA policies.

Third Tier: *NEA Continuing Legislative Concerns* which are constantly monitored but where activity is undertaken only when matters arise of their own merit in the Congress.

The Legislative Program for the 98th Congress reflects both the determination to meet NEA goals and the realities of the ideological complexion of the 98th (1983-84) Congress and its agenda as well as that of the Administration. The lobbying effort for the 98th Congress will be pursued vigorously in Washington, and in each state and District through the affiliates and the Congressional Contact Teams, to work toward the achievement of NEA policy goals and, in the process, to define clearly which Senators and Representatives are friends of education.

Within this framework, NEA's legislative agenda is defined by the following objectives.

First Tier: NEA Priority Legislative Initiatives

I. General Aid

Provision of federal general assistance for the maintenance and operation of the public schools has long been a major goal of the Association. Congressional inertia and resistance to general aid must be overcome, and Congressional perceptions of the federal government's fiscal responsibility for public education must be altered substantially. NEA's goal is one-third federal funding of public education.

NEA has traditionally supported both general aid and categorical aid. Categorical aid is targeted toward identified groups in need of special educational services. General aid provides direct federal financial support for the maintenance and operation of public education and is to be spent exactly as other education revenues are.

There must be a major effort to educate the Congress, the public, and the NEA membership as to fiscal realities of the funding structure of public education.

Thus NEA will continue to support categorical aid programs but will also seek—

- to effect a significant breakthrough leading to general aid;
- to minimize inherent political tensions between general and categorical aid in developing a framework for general aid;
- to establish a per capita revenue-sharing program of at least $400 per student as additional, not replacement, resources.

To achieve these goals in the 98th Congress, NEA is committed to the American Defense Education Act, which underscores the relationship between education and national security. ADEA establishes a program of incentive grants for public schools, based on approximately two percent of the national average per-pupil expenditure, to develop a locally based plan, in the development of which teachers are involved and civil rights protections are assured, to improve the nation's capability for national security by addressing deficiencies in such areas as mathematics, science, foreign language, technology instruction, and guidance and counseling. On completion of the first year of the program, the school district would be eligible for an additional two percent grant for implementation of the planned program.

Postsecondary institutions would participate in ADEA through grants for the improvement of teacher training, and research programs on teaching and learning in the identified fields would be established.

II. Collective Bargaining Rights

NEA will continue to seek federally guaranteed collective bargaining rights. Primary attention will be given to the spending power authority of the U.S. Congress. A spending power approach would attach either a state or a local obligation to institute collective bargaining to the receipt of federal aid. Such legislation would not be incompatible with existing state bargaining statutes which provide acceptable bargaining rights for teachers. Statutory precedent for this approach exists, and constitutional analysis indicates that the approach would be judicially upheld.

Thus the NEA will strive to have enacted a law which would attach a state or local obligation to institute collective bargaining rights to receipt of federal funds. Implementation of such a law should give bargaining agents for education personnel at the local level flexibility to make gains in such areas as preparation time, class size, aides in the classroom, and other matters of mutual concern.

NEA will explore other sources of Congressional power for enacting a federal collective bargaining statute, including Section 5 (i.e., the Enforcement Section) of the 14th Amendment and the Commerce Clause.

Second Tier: Current Priority Congressional Issues

I. Block Grant Proposals

Consolidated federal education

programs must provide adequate funds to local school districts in a way which provides for equality of educational opportunity in compliance with the intent of the original legislation. Administrative overhead, paperwork, and bureaucracy must be curtailed to maximize funds for direct instruction of students. Nonpublic school student support must be consistent with the constitutional separation of church and state. Representatives of the collective bargaining agent or the state and/or local affiliates must be involved in the development of the program plan. Civil rights statutes must be followed, and there must be provision for accountability and review.

II. Civil and Human Rights Protection

Basic civil and human rights and liberties under law must be preserved. By statute and practice, all barriers which restrict any individual from the free exercise of rights enjoyed by others must be eliminated. Any efforts to expand sectarian practices in the schools; to limit the jurisdiction of the federal courts in areas of civil rights; to eliminate reproductive freedom; to eliminate busing as a desegregation alternative available to the courts; to weaken affirmative action programs to correct historic racial, sexual, or age discrimination; or to intern or contain any racially identifiable segments of our society must be opposed. Adequate funding must be achieved for enforcement of current law.

NEA supports adoption by the Congress of the Equal Rights Amendment to guarantee equality of rights for both sexes, the preservation and implementation of the original intent of Title IX of the Education Amendments of 1972, reauthorization and full funding of the Women's Educational Equity Act, and enactment of legislation to correct many inequities in current law which prevent women from attaining total equality by unfairly denying them economic opportunity and security.

III. Department of Education

In order to preserve the role of education at the highest levels of governmental policy- and budget-making, the Department of Education shall not be weakened or diminished from Cabinet status. The Department of Defense schools should be transferred to the Department of Education in accordance with the authorizing legislation. Governmental reorganization authority should be clarified to protect against backdoor transfers, including those through the budget-making process, of educational programs to other agencies.

IV. Education and National Security

The security and well-being of our nation are enhanced by the pursuit of peace. The most effective guarantees of peace are a solid economy, a well-educated populace, and a stable world community. All efforts which detract from these guarantees shall be actively opposed. NEA supports establishment of a U.S. Academy of Peace.

The goal of national security through peace can be achieved only by the education of the citizenry to compete and succeed in a complex and interdependent world. Therefore the proposed disproportionate allocation of funds increasing the national defense budget and decreasing federal funding for education must be reversed.

V. Education of the Handicapped

P.L. 94-142 (Education for All Handicapped Children Act) and the Rehabilitation Act of 1973 should be reauthorized in accordance with the NEA criteria accepted by the Board of Directors in December 1980.

VI. Full Funding of Education Programs

Present programs of specific aid must be expanded, improved, and fully funded to implement the intent of the authorizing laws. Major programs of support include funding for impact aid, refugee and emergency school aid, Chapter I of ECIA funding for the disadvantaged, bilingual/English-as-a-second-language (ESL)/limited-English-proficiency (LEP) education, foreign language and international studies programs, education for the handicapped, American Indian/Alaska Native education, vocational education, education for the gifted and talented, school libraries, and child nutrition programs.

VII. Nuclear Arms Freeze

NEA supports a complete and immediate halt in the nuclear arms race, which includes a mutual and verifiable cessation of testing, production, and further deployment of nuclear delivery systems and other destabilizing weapons.

VIII. Postsecondary Education

NEA believes that funding for federal programs supporting postsecondary education must be maintained; to do otherwise would devastate the quality of programs offered, severely reduce access to postsecondary education, damage equal educational opportunity, and limit the variety of programs currently available for choice by students of all ages.

NEA supports funding of federal student financial assistance, both grants and low-interest loans, so that all students who so wish may have available the funds needed to pursue postsecondary education at either two- or four-year institutions. NEA also seeks to assure continuation of the flow of research funds to postsecondary institutions through the National Science Foundation and other agencies.

IX. Reauthorizations

In accordance with the dictates of NEA policy, NEA will be vigilant in striving to secure reauthorization of all federal education legislation and other legislation of concern to the organization.

X. Revision of the Tax System or Structure

The system of federal taxation should equitably reflect individual and corporate ability to pay. NEA supports federal tax revisions which would close unfair corporate tax loopholes which significantly reduce revenues. Tax schedules should be equalized to completely remove the "marriage tax" penalty. The inequity in taxation of Social Security benefits between married dual wage earners and single wage earners and retirees should be repealed. The more progressive nature of the federal income tax should be used to provide governmental services which adequately address national needs. NEA opposes any effort to amend the Constitution respecting tax limitations or the federal budget and the indexing of future income tax revenues.

XI. Severely Impacted Districts

Adequate funding must be provided to maintain quality education for children in school districts impacted by federal activities or installations. The program must be administered by the Department of Education. The Congress must recognize and honor its obligation to make up tax revenues lost to local school districts due to: (1) the presence within their boundaries of tax-exempt military or nonmilitary federal property or American Indian reservations; or (2) federal law or policy which results in an expanded school population from which no or minimal revenues derive. Such in-lieu-of-taxes payments must be forward funded and must support an adequate education for all students of the school district. The federal government has a special obligation to severely impacted school districts, including adequate funding for the budget-balancing Section (Sec. 3(d)2(B)) of the impact aid law.

XII. Teacher Centers

The Teacher Center program must be restored with earmarked federal support.

XIII. Tuition Tax Credits and/or Vouchers

NEA vehemently opposes tuition tax credits and vouchers at any level, elementary, secondary, or postsecondary. Such programs would weaken or destroy the public education system and would be bad public policy.

XIV. Vocational Education

The Vocational Education Act should be reauthorized in accordance with the NEA criteria accepted by the Board of Directors.

- **Third Tier: NEA Continuing Legislative Concerns**

I. Improving the Welfare, Professional Status, and Personal Economic Security of All Active and Retired Members

A. *Consumer Price Index (CPI).* Legislation should be supported to control the process by which the CPI is developed and adjusted. Adjustments in the CPI should be resisted if there is a negative effect on active or retired members.

B. *Federally employed teachers' rights.* The rights of teachers in the Bureau of Indian Affairs, Overseas Dependents Schools, and other federal agencies must be comparable to the rights of other educators. The Civil Service retirement system should not be merged with the Social Security system.

C. *Individual income tax benefits.* The professional business expenses of teachers should be recognized as business deductions, including deductions for continuing education expenses, home office expenses, and the cost of classroom materials. Fringe benefits should not be taxed. The first $12,000 of education employees' annual retirement income from government pensions should be exempted from the federal income tax. IRS "excess interest" rulings must be overturned by legislation in order to increase tax shelters for life insurance annuities. The IRS exemption of $50,000 for employer-paid life insurance should be raised to a minimum of $100,000 with an automatic escalator clause. Social Security benefits should remain tax-exempt.

D. *Landrum-Griffin.* The Landrum-Griffin Act should be amended to permit guaranteed proportional representation of minorities.

E. *Opposition to wage-price controls.* Public employees must not be placed at a disadvantage when compared to private employees. Wages, prices, and profits must be treated uniformly.

F. *Social Security.* NEA must protect the system and its benefits consistent with the following tenets: opposition to mandatory coverage, elimination of the spousal offset, equity for men and women without discrimination based on marital status, no decrease in benefits promised or for which money has been collected, financing of Medicare and Disability through general tax revenues, and preservation of the concept of Social Security supplementing rather than supplanting other retirement funds. Social Security survivor benefits should be revised so that a surviving spouse who has contributed to Social Security may collect his/her own benefits in addition to at least that portion of the deceased spouse's benefits to which he/she would have been entitled even if not a contributory survivor. Dependents' education allowance should be restored.

G. *Teacher retirement.* Continuing support shall be given to a mobile teacher retirement assistance act. Assets and earned benefits of retirement systems shall be protected and incursions prevented. Support of federal legislation is predicated on exemption of states where statutes are substantially equivalent to the federal statute and/or regulations. Basic principles for retirement programs include fiduciary and reporting standards, standards for vesting and portability, ownership, and credit for military service as established in Resolutions adopted by the Representative Assembly.

H. *Working conditions and employment protection.*

- In public education employment: Public school employees must be protected under unemployment compensation with benefits equal to those received in the private sector. The families of those public school employees maliciously killed or who die as a result of malicious injury sustained in the line of duty must receive death benefits comparable to those established for the families of public safety officers in the Omnibus Crime Control and Safe Streets Act as amended. The working environment of education employees must be safe and hazard-free with inspection and standards of control at least equivalent to those developed and enforced pursuant to the Occupational Safety and Health Act (OSHA).
- In general:-Right-to-work laws must be opposed and section 14(b) of the Taft-Hartley Act should be repealed. Any weakening of the minimum wage will be opposed. Amendment of the Hobbs Act to include labor unions will be opposed.

II. Preservation and Advancement of Good Public Policy

A. *Broadcasting.* The Communications Act should be revised to reflect a stronger emphasis on the public interest, fairness doctrine, equal-time requirements, ascertainment, and affirmative action regulations. Financial support must be provided for public broadcasting.

B. *Election and voting rights.* Restrictive provisions of the Hatch Act should be removed. Uniform polling hours should be adopted to allow all citizens to cast a meaningful vote regardless of geographical location. Federal campaigns must be in part publicly funded to insure certain minimum funding for all viable candidates regardless of personal means. Individual contributions, political action committee contributions to individual candidates, personal resources spent by candidates, and independent expenditures on behalf of candidates who accept public funds must be limited. All contributions and contributors must be disclosed.

C. *Energy.* A national energy policy must be established to reflect the efficient use of energy from all sources and availability at a reasonable cost. Tax credits for energy conservation and alternate energy sources should be continued. The public should be educated on alternative energy sources, the dangers and benefits of nuclear power, conservation, and the problem of nuclear waste disposal. Antitrust laws should be enacted and enforced to prevent oil companies from expanding into alternate forms of energy. Natural gas should not be precipitously deregulated. Schools should not be singled out for curtailment or closure at times of fuel shortages.

D. *Environmental protection.* Protection of the environment should be a national priority, with the establishment and vigorous enforcement of stringent standards and safeguards against radiation and chemical pollution, programs designed to preserve a viable environment, and programs to promote educational experiences to permit understanding of the compatibility of humanity and nature.

E. *Fair housing.* Open and fair housing legislation should be enacted and enforced.

F. *Family protection.* Family members should be protected from the vi-

cious cycle of the domestic violence of physical and mental abuse. Support systems should be established for the children, spouses, and elderly who are victims. Legislation which diminishes the rights of individual, especially dependent, family members should be opposed. NEA supports establishment of adequate guidelines for child support awards and upgrading the courts' effectiveness in assuring payment of designated child support. NEA opposes the misnamed "Family Protection Act."

G. *Gun control.* For the protection of school children and employees and all other citizens, significant penalties should be enacted for criminal actions involving guns with prescriptive controls on the manufacturing, distribution, and sale of handguns.

H. *Health and safety for children.* Children must be in good health and adequately nourished in order to learn in school. All students should have access to nutritious and appetizing menus in school lunch and other school nutrition programs. Social programs such as school nutrition, school health, Medicaid, and welfare must provide assistance to the families which are financially unable to meet these basic needs.

I. *Health care.* Mandatory national health insurance should be enacted and should be provided by public and private agencies to assure health services. Adequate mental and physical health care shall be available and affordable to all citizens. Voucher or "procompetition" health care schemes which diminish Medicare benefits should be opposed.

J. *Home Rule.* The District of Columbia should enjoy home rule and fiscal autonomy. The federal payment should be based on an established formula.

K. *Immigration.* NEA opposes any attempt to restrict immigration through legislation which lacks adequate due process or political asylum provisions; which constitutes an attack on labor unions, human rights, or particular national or ethnic groups; or which disrupts the integrity of the family unit.

L. *King observance.* A federal holiday should be established on January 15 in honor of Martin Luther King, Jr.'s, birthday.

M. *Metric system legislation.* A five-year phase-in metrification program must be enacted to facilitate adoption of the International System of Units (SI Metric System).

N. *Migrant workers.* Children of migrant workers should be guaranteed equal educational opportunities. Federal support for migrant education must be maintained. Migrant workers must be assured the right to be represented in collective bargaining by an organization of their choice.

O. *Military affairs.* Draft registration should be based on equal responsibility for men and women, and should not be used as an eligibility criterion for federal financial assistance. Special programs should be established and implemented to assist Vietnam veterans. No federal funds should be expended for the development of nuclear attack evacuation plans.

P. *Observances.*

- Legislation should be enacted to establish a continuing national observance to give recognition to Asian/Pacific Islanders in the United States.
- Legislation should be enacted to establish a permanent annual National Women's History Week to provide a vehicle for formal observances that commemorate women's contributions to this nation.

Q. *Privacy and access to records.* Increasing surveillance of individual citizens and cross-computer interchanges of data by and within federal agencies should be curtailed. Under federal legislation, teachers should have privacy rights equivalent to those guaranteed students.

NEA supports citizens' rights to access to government records and information as provided under the Freedom of Information Act and the Federal Advisory Committee Act.

R. *Prohibition of smoking in public places.* Legislation should be enacted to prohibit smoking in public places.

S. *Public welfare.* Cost and operation of welfare programs should be assumed by the federal government and based on standards of human dignity.

T. *U.S. assistance to countries violating human rights.* No U.S. military or economic assistance shall be given to any foreign government which violates or permits the violation of the basic rights of its citizens.

U. *Youth camp safety.* Safety in camps should be promoted through minimum standards legislation.

III. Provision of High Quality Public Education for All

A. *Administration of federal education programs.* The impact of federal legislative mandates on teaching must be assessed and minimized; decisions on education programs must be made at the school site and district levels, with teacher representation from the collective bargaining agent or local association. Funds for classroom instructional purposes must be maximized by limiting and/or capping administrative expenditures at the local and state levels. Nonpublic school instructional personnel must be credentialed according to minimum standards comparable to and compatible with those applied in certifying public educators in the state; nonpublic education institutions with faculty members not in compliance with the standards should be ineligible to participate in federally funded programs.

B. *Bilingual, ESL, and LEP education.* Bilingual, English-as-second-language, and limited-English-proficiency programs are unique and necessary to achieve functional proficiency in English and so should be funded sufficiently to be available to all students not proficient in English. The educational program should reflect the cultural diversity and heritage of the children within the district, including but not limited to Chicano and Spanish-speaking children, Haitian children, Asian/Pacific Island children, Native Hawaiian children, and American Indian/Alaskan Native children.

C. *Child care.* The federal government should assist states and local communities in improving and expanding child care services, including childhood development programs, and should strengthen and enforce existing standards.

D. *Computers in the schools.* The U.S. tax code should be revised to provide for equitable donations of current computer equipment only if such donations include software and provisions for classroom user training along with limitations of use to classroom instructional purposes.

E. *Education of children of noncitizens.* The federal government shall provide funds to school districts for the education of children of undocumented workers, refugees, and members of the diplomatic community.

F. *Guidance and counseling for elementary students.* Legislation should be enacted to provide comprehensive guidance and counseling programs for elementary students through state and local education agencies.

G. *Materials for classroom use.* Access to copyrighted materials and off-air recording of commercial and public television for not-for-profit classroom use should be assured. A portion of cable television (CATV) capacity should be reserved for educational uses.

H. *Optimum class size.* Federal

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AN ACTIVITY OF
CHILDREN'S TELEVISION WORKSHOP
Park
Airplane
FINISH
START
Elephant
Rope
Light
Balloon
Hat
Flag
Monkey
Tractor
Barn
Tree
Building
Bottle
Fish
Rock
Wave
Cloud
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WHERE WORDS AND PICTURES PLAY TOGETHER
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car
tower
bench
here
the end
rain
tree
woman
cloud
here
the end

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Play-With-Language features three activities with specifically defined goals . . .

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A special editor included on the diskette permits the teacher to create individualized lessons for classes, small groups or students. The teacher has the flexibility of choosing from among several predesigned exercises which address specific skills related to the basic activity format. Or, they can design their own exercises with individuals or groups of children in mind. No prior programming knowledge is required! The Learning Manager also allows the teacher to save the work on diskette for discussion with the class or to share with parents.

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CIRCLE QUICK-ACTION CARD NO. 2

programs should include incentives for local districts to provide for optimum class size.

I. *Teacher preparation.* Federal programs to meet the special needs of disadvantaged, handicapped, and gifted children should include funds for teacher training, with teacher involvement in all stages of planning and implementation of this training.

J. *Testing.* Standardized tests should not be used to deny students full access to equal educational opportunity or to evaluate teachers or students on a single national or state basis. Truth-in-testing legislation should be passed.

K. *Youth and adult training.* Programs should supplement, not supplant, vocational programs and should be adequately funded. Public schools should function as equal partners with government, labor, business, and community-based groups.

New Business Items

Removal of Boycott

The 1983 Representative Assembly removes the ban on holding the Representative Assembly in states that have not ratified the Equal Rights Amendment. (1983-A)

Conditions for Reimposition of Boycott

Upon adoption of the Equal Rights Amendment by a two-thirds vote of both houses of Congress, a negative vote on the federal ERA by a state legislature or the failure of a state affiliate to work for ratification of the federal ERA shall reinstitute the previous prohibitions adopted by the Representative Assembly and Board of Directors with respect to the locations of meetings. (1983-B)

Disaster Preparedness Curriculum

The NEA opposes the federal government's inclusion of nuclear attack as a "survivable disaster" in the Federal Emergency Management Agency's (FEMA) Disaster Preparedness Curriculum, K-12. (1983-C)

NEA Action Plan for Educational Excellence

A. *Educational Reform*

1. NEA has long recognized the need for and advocated significant educational reform. Recently, the National Commission on Excellence in Education, the Education Commission of the States, the College Board Project Equality, and the 20th Century Fund have issued reports on the status of education in the United States. NEA does not endorse the substance of these Reports in their entirety, but recognizes that they provide a useful starting point for a national dialogue among all elements of the community regarding educational reform.

2. The Reports have served a valuable function in focusing national attention on the importance of educational excellence, but they will have long-range value only if properly implemented. NEA believes that the federal government has a major role to play in regard to such implementation, and urges the Reagan Administration to give this matter prompt and adequate attention.

3. In order to provide a "teacher perspective" regarding recent proposals for educational reform, NEA will establish a Blue-Ribbon Teacher Task Force. The Task Force will have the following three charges:

a. To monitor and assess implementation of the Reports, including the handling of such matters as the following:
   i. the allocation of responsibility among local, state, and federal governments;
   ii. the need for, and sources of, funding; and
   iii. the role to be played by collective bargaining and other forms of dialogue between employee organizations and school boards.
b. To make specific recommendations, which may be in addition to or different from those set forth in the Reports, for enhancing educational excellence; and
c. To review the policies of NEA that relate to enhancing educational excellence, and determine if and how such policies should be modified.

The Task Force, which will be chaired by the NEA president and include appropriate teacher representatives of NEA and NEA's state and local affiliates, will attempt to cooperate with parents, school boards, school administrators, employee organizations, and all other relevant groups. The Task Force will submit a preliminary report to the NEA Executive Committee and Board of Directors at their May 1984 meetings for review and will prepare a final report for transmittal to the 1984 Representative Assembly.

B. *Teacher Compensation Plans*

1. The attempt by the Reagan Administration to portray merit pay/master teacher plans as the key to educational excellence is politically motivated and does not accurately reflect the substance of the Reports. NEA believes that, as the Reports indicate, educational excellence can be maintained only by attracting and retaining quality teachers (which will require improving the compensation and working conditions of teachers generally) and making other appropriate educational reforms.

2. NEA is categorically opposed to any plan, whether designated a merit pay plan, a master teacher plan, or by some other name, that bases the compensation of teachers on favoritism, subjective evaluation in the absence of clearly defined performance criteria, student achievement, or other arbitrary standards.

3. NEA believes that if career-incentive teacher compensation plans are to be developed and implemented, they must be tailored to the needs of particular school districts with the active involvement of the relevant local/state employee organizations. In recognition of this fact, NEA will engage in the following activities during the 1983-84 membership year:

a. NEA will provide technical and financial assistance to those state and local affiliates that seek to respond to merit pay plans, master teacher plans, or other career-incentive teacher compensation plans;
b. NEA will function as a clearinghouse for legislative, legal and other information regarding merit pay plans, master teacher plans, and other career-incentive teacher compensation plans; and
c. NEA will establish an inter-unit staff committee to evaluate, at the request of state and local affiliates, proposed merit pay plans, master teacher plans, and other career-incentive teacher compensation plans.

A report on the above activities will be made to the NEA Executive Committee and Board of Directors on a regular basis and to the 1984 Representative Assembly.

C. *Media Campaign*

During the 1983-84 membership year, NEA will do the following:

1. Identify examples of educational excellence; and

2. Publicize such examples in *NEA-NOW, NEA TODAY,* and/or other NEA publications and the public media in order to promote a positive image of education.

D. *Funding*

NEA will include in its 1983-84 membership year budget a special fund of $250,000 to implement this Action Plan. (1983-D)

Professional Salary Schedule

The NEA shall reaffirm its position that a professional salary schedule for faculty members should permit no discrimination as to grade or subject taught. Discussions should be held with appropriate national subject-matter groups to clarify the Association's position. (1983-E)

Verification of Compliance with Arms Reduction Measures

The NEA, working through the WCOTP and the United Nations, will urge countries to allow representatives of the United Nations or other appropriate organizations to verify compliance with existing and future nuclear weapons and other arms reduction treaties, limitation treaties, or a universal nuclear weapons freeze. (1983-4)

Long-Term Disability Insurance

The NEA shall communicate with all carriers of long-term disability insurance that the Association is opposed to any form of discrimination between mental and physical disability in the terms, coverage, and benefits of their insurance.

The NEA will also no longer endorse any long-term disability insurance that discriminates against mental disability, and all currently endorsed insurances will have 12 months to change their policies removing the discrimination against mental disability or lose the Association's endorsement. (1983-5)

Disciplinary Procedures for Handicapped Students

The NEA shall provide information and assist state and local associations through training, legal advice, and other forms of technical assistance to pursue the implementation of disciplinary procedures for handicapped students consistent with the rights and responsibilities of students and educators. (1983-7)

Discrimination Against Learning-Disabled Students

The 1983 NEA Representative Assembly directs the Executive Committee to contact the Council for Exceptional Children, the Association for Children with Learning Disabilities, the National Congress of Parents and Teachers, local NEA affiliates, and other related groups to make them aware of possible discrimination by military recruiters against learning-disabled students. The Assembly further directs that the NEA inform the U.S. office of military recruiters of the nature of learning disabilities and their effect (or lack of effect) upon a student's ability to perform successfully in a military setting. (1983-9)

Misuse of Armed Services Aptitude Tests and Other Assessment Tools

The 1983 Representative Assembly directs the NEA president to inform local affiliates of the misuse of the Armed Services Vocational Aptitude Battery (ASVAB) or any other educational assessment tool in high schools. The Assembly further directs that a report be carried in NEA publications in order to alert the general membership to such misuse practices. (1983-10)

UniServ Training

The NEA president shall charge the appropriate committee to review and report to the December NEA Board of Directors meeting for appropriate action the following:

1. The means for maximizing training opportunities available to UniServ staff who are no longer allocated individual training accounts due to service over ten years.
2. The means for expanding use of the "state-based training" mode to meet training needs. (1983-15)

Support of 1983 Special Olympics Games

The 1983 NEA Representative Assembly goes on record in support of the 1983 International Special Olympics Games. (1983-17)

Collective Bargaining Rights for Public School Employees

Delegates to the 1983 Representative Assembly affirm their belief that a continuing and essential objective and obligation of their Association must be to work unceasingly to accomplish the freedom of legal collective bargaining rights for all public school employees in the United States and its entities. The NEA-PAC Council is requested to set as a priority for NEA-PAC endorsements candidate support for the achievement of collective bargaining rights for these employees using the spending power authority or any other appropriate means. (1983-19)

Missing Children

The NEA will work with Child Find, Inc., New Paltz, New York, and other appropriate agencies to develop a plan whereby the NEA and its members can assist in identifying and properly reporting suspicions regarding missing children. Such a plan will seek to educate members and parents on actions which are needed to curb the excessive number of missing children.

The Association urges all of its affiliates to assiduously support the National Clearinghouse for Missing Children. Teachers and local education associations should have a prominent role in the development of cooperative programs for aiding the clearinghouse. National and affiliate media should be utilized in the effort to assist this program. The Association believes that to facilitate optimum results, utmost cooperation between educators and the clearinghouse should be stressed. The Association promotes legislation that has as its goal the identification and location of all missing children. It recommends that affiliates urge all law enforcement agencies to suspend the practice of the 24-hour or longer waiting period before initiating the missing child report. Further, the Association recommends that missing children be reported immediately to the FBI's computerized National Crime Center in Washington, D.C. (1983-20)

Litigation Involving Copyright Law and Electronic Media

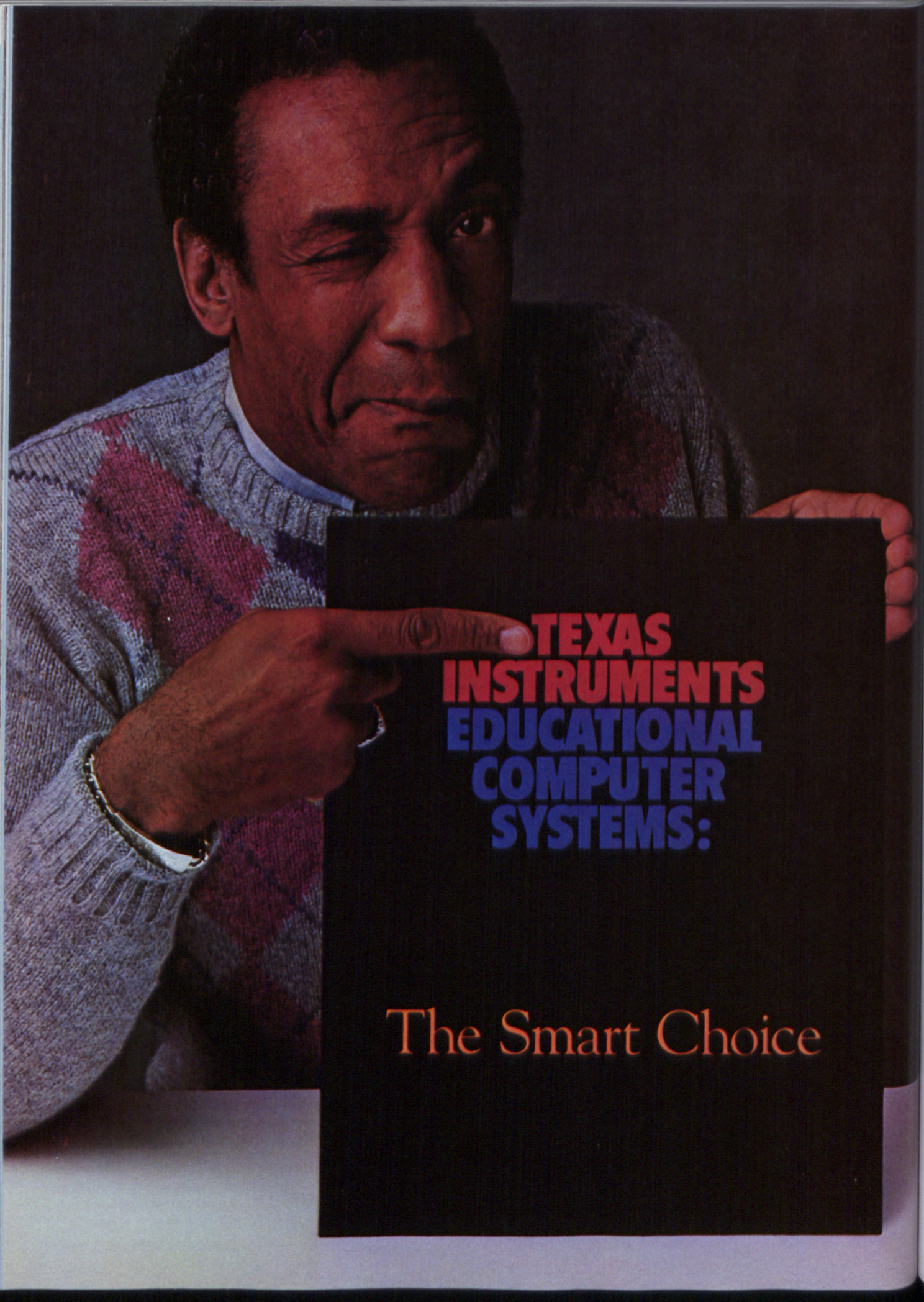
NEA will monitor lawsuits regarding copyright law and electronic media and take appropriate action to protect teacher rights to use material for instructional purposes without undue legal or financial risk. (1983-21)

March for Jobs, Peace, and Freedom

NEA endorses the August 27, 1983, March for Jobs, Peace, and Freedom commemorating the twentieth anniversary of the historic 1963 March on Washington. NEA urges its affiliates to provide all-out support for the March by encouraging members to attend this commemorative event and by publicizing the observance through press releases and such other appropriate means as possible. (1983-30)

Electronic Data Processing Systems

The NEA executive director will provide all state affiliates with specific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recommendations/suggestions on organizational usage of electronic data processing systems. Such recommendations/suggestions shall be developed through the regular NEA management information services process in conjunction with selected state representatives. (1983-31)

National Teachers Day

The Representative Assembly commends the NEA and the various states for their very successful implementation of last year's new business item establishing a National Teachers Day. To further coordinate this observance, it is recommended that, until such time as one uniform date is observed nationwide, all NEA printed materials avoid designation of a date and that the appropriate authorities within NEA study the feasibility of establishing one day for the celebration of National Teachers Day nationwide. (1983-34)

Strategy Sessions on Takeback Efforts

The NEA shall continue for the next three years to hold strategy sessions at the sites of the NEA Representative Assemblies for delegates from locals that are facing challenges from other organizations or engaged in takeback efforts. (1983-35)

Reinstatement of The Organizer

The NEA shall reinstate the bimonthly newsletter *The Organizer*, which was discontinued during 1981. The newsletter shall contain information about competing organizations and techniques that are useful in combating such organizations and shall provide a forum for sharing information with other locals that are in similar situations. This newsletter shall be circulated to the leadership of locals in jeopardy, state leadership, UniServ staff, state staffs, and other local leaders recommended by their state presidents. (1983-36)

Commendations of Tennessee Education Association

The NEA commends the Tennessee Education Association (TEA) for its strong, courageous stand for teachers and against Governor Lamar Alexander's self-serving, ill-conceived merit pay (master teacher) plan. The NEA urges TEA to continue to advocate for Tennessee teachers. (1983-37)

Asbestos and Asbestos-Containing Materials

The NEA shall investigate the problem of asbestos materials in schools and shall develop a comprehensive plan for eliminating hazardous asbestos-containing materials from the public school buildings. Such plan shall be submitted to the NEA Board of Directors for its consideration at the February 1984 meeting. This plan should consider the following:

1. Development and passage of legislation requiring the removal or encasement of asbestos-containing materials found in public school buildings.
2. Encouraging the establishment, in cooperation with the White Lung Association, of a trust fund, financed by asbestos-processing companies, to pay the medical expenses and/or damages of persons afflicted with asbestosis or asbestos-related health problems caused by exposure to asbestos materials found or used in public school buildings.
3. Development of public relations and media materials to alert school employees and citizens to the dangerous health hazards already identified by the Environmental Protection Agency (EPA) and state agency inspectors.
4. Investigation of the problem and development of recommendations by the Office of General Counsel concerning—
   a. National or state class action litigation,
   b. Possible financial or legal assistance to state affiliates which may bring litigation on their own,
   c. Development of a litigation strategy, including but not limited to the following:
      i. identification of resources (expert witnesses, law firms, and so forth),
      ii. model pleadings, briefs, and so forth,
      iii. selection of precedential cases,
   d. Development of policy considerations for funding for state cases (either through or outside of the Kate Frank/DuShane Unified Legal Services Program).
5. Seeking the repeal of the EPA standard of acceptable levels of asbestos content. (1983-38)

Restructure of Bargaining Conferences

The NEA shall restructure its bargaining conferences to provide for a two-track approach:

1. A subconference structured specifically for those affiliates that have extensive experience in bargaining. This subconference, consisting of leaders and staff, would present recommendations annually to the NEA Board of Directors and the Representative Assembly to enable the affiliates in states with collective bargaining and the NEA to better coordinate and consolidate their resources to improve the economic status of their members.
2. A subconference for leaders and staff of the affiliates that lack the right or opportunity to bargain. This subconference shall prepare annually for the NEA Board of Directors and the Representative Assembly recommendations pertinent to providing assistance to affiliates in nonbargaining states that would enable them to achieve collective bargaining legislation in their respective states and that would continue to assist them in their efforts in bargaining without such legislation. (1983-39)

NEA National Bargaining Conferences

The NEA shall conduct an investigation and present recommendations to the 1984 NEA Representative Assembly pertinent to the following:

1. Conducting two NEA National Bargaining Conferences.
2. Coordinating National Bargaining Conferences with other public employee unions.
3. Participating in other ongoing collective bargaining—labor relations conferences such as the Annual Public Sector Labor Relations Conference cosponsored by the American Arbitration Association and the Labor Management Relations Service of the U.S. Conference of Mayors. (1983-40)

Health Care Cost Containment Programs

The 1983 NEA Representative Assembly supports the development of health care cost containment programs and concepts that have a realistic potential of bringing the rate of cost increase for health care in line with the growth rate for the rest of the economy while maintaining quality medical care and assuring that both public and private sectors pay their fair share. We believe that such programs should—

1. Promote competition among physicians, hospitals, and other providers.
2. Provide reimbursement incentives and alternatives.
3. Promote preventative and well-

ness education and individual involvement in one's own health care.

4. Eliminate provider overutilization.
5. Avoid reducing benefits by shifting costs from employer to employee or from organized segments of society to those segments that are less well-organized.

The NEA Board of Directors is directed to examine NEA's role in the development of such a program.

The NEA will seek information for distribution as soon as possible from state and local affiliates that currently have successful cost containment programs. (1983-41)

Study of NCATE Standards and Policies

The NEA shall study the National Council for Accreditation of Teacher Education (NCATE) and evaluate the standards and policies presently being revised for evaluation of teacher preparation institutions. The results of this study shall be printed in an NEA publication prior to the next Representative Assembly. (1983-42)

Seniority and Affirmative Action

The NEA reaffirms its strong commitment to the concepts of seniority and affirmative action and believes that both should be considered when making employment decisions. If it is necessary to make some accommodation between the two concepts, the NEA shall be guided by the principles set forth in the following position statement:

A. NEA believes that seniority provides an objective and equitable standard on which to base employment decisions, including decisions regarding hiring, promotion and layoff.

B. NEA's commitment to seniority is strong, but not absolute. NEA believes that there are certain situations in which a rigid application of seniority does not provide an appropriate basis for making employment decisions and that some compromise is necessary. One such situation is when, because of racial or sexual discrimination, the percentage of minorities or women in the workforce is significantly below the percentage in the relevant labor market. Although it would be preferable if the effects of this discrimination could be eliminated simply by ending the discriminatory practices and utilizing employment practices that treat people equally regardless of race or sex, this is not always possible. Affirmative action, which takes conscious account of race or sex, may be necessary to achieve true equal employment opportunity.

C. NEA believes that the choice between strict seniority and some accommodation of affirmative action is best made voluntarily by the employer and the employee organization through collective bargaining or other forms of dialogue. Where, however, there has been a judicial finding that the underrepresentation of minorities or women in the workforce is attributable to unlawful discrimination by the particular employer, a court should have the power to impose racial or sexual preferences in hiring, promotion, and layoff to the extent necessary to eliminate the effects of the unlawful discrimination, even if such preferences are contrary to a *bona fide* seniority system.

D. The question of whether any particular racial or sexual preference represents an appropriate exercise of a court's power to eliminate the effects of unlawful discrimination must be determined on a case-by-case basis after examining all of the relevant factors.

E. NEA will not participate in any litigation involving the relationship between seniority and affirmative action without the approval of the Executive Committee/Board of Directors. The position that NEA takes in such litigation will be in accordance with the principles set forth in Sections A through D above. (1983-43)

Report on Nestlé Compliance with International Code

The 1983 Representative Assembly recognizes the establishment of the Nestlé Infant Formula Audit Commission under the chairmanship of Edmund Muskie and requests an update towards compliance with the International Code of Marketing of Breastmilk Substitutes of the World Health Organization at the 1984 Representative Assembly. (1983-45)

Opposition to Sex-Based Actuarial Tables

The 1983 Representative Assembly requests the NEA Board of Directors to notify NEA-endorsed insurance carriers that NEA is opposed to sex-based actuarial tables and to investigate the possibility of providing NEA members with insurance which is not sex-based. The results of this investigation will be reported to the 1984 Representative Assembly. State and local affiliates are urged to notify their endorsed insurance carriers of NEA's opposition to sex-based actuarial tables. (1983-49)

Benefits Committee

The 1983 Representative Assembly directs that the word "teacher" be deleted from the name of the Teacher Benefits Committee and all references to teachers be deleted from the description of the committee. (1983-50)

Letter to President of American Library Association

The NEA president shall write a letter to the president of the American Library Association (ALA) suggesting that, in future years, the annual conventions of the two organizations (ALA and NEA) be scheduled so as not to conflict with each other. (1983-52)

Letter to Children's Book Council

The NEA president shall write a letter to the Children's Book Council suggesting that the Council, in the future, consider carefully the scheduling of Children's Book Week and the Every Child Conference and other promotional activities in order to minimize conflict among these activities and other events on the school year calendar. (1983-53)

Letter to Sponsors of National Teacher of the Year Award

The NEA president shall write a letter to the sponsors of the National Teacher of the Year Award (the Council of Chief State School Officers, *Good Housekeeping*, and the *Encyclopaedia Britannica*) suggesting that the definition of eligible teachers be changed at the national level so as to include all classroom teachers as defined in Bylaw 12-1.b. of the Bylaws of the National Education Association of the United States. (1983-54)

Professional Salaries

The NEA and its membership are committed to the attainment of salaries that are commensurate with our professional responsibilities. The NEA has stated that merit pay and instructional performance pay schedules are inappropriate. The NEA reaffirms this position and will continue to demand base salaries for all teachers that are commensurate with salaries of positions in the private business sector that have similar educational requirements.

The Representative Assembly directs the Executive Committee to produce, by 1984, guidelines to achieve this goal. (1983-56)

Assaults on Educators

The NEA shall survey the state affili-

ates to analyze the nature and scope of the problems of educators who are victims of assault and to determine current association programs which effectively assist these educators.

The NEA shall develop legal bargaining and/or organizing strategies to assist state and local affiliates (a) in requiring districts to take responsibility for the legal defense of educational employees who are victims of assault and (b) in protecting from financial loss those employees who are victims of assault when their school districts abrogate responsibility for employee protection.

The survey results shall be reported to the NEA Board of Directors and to the 1984 Representative Assembly. (1983-57)

Study of Substitute Teacher Dues

The NEA shall conduct a study of substitute teacher dues in consultation with the NEA Substitute Teacher Caucus and possibly submit to the 1984 Representative Assembly a recommendation regarding a Bylaw amendment. (1983-59)

Health and Environmental Hazards

The NEA, through the appropriate committee(s), shall study, develop, and recommend action(s) for adoption at the 1984 NEA Representative Assembly in the following areas:

1. The NEA will develop a health and environmental hazards identification resource to be used by local NEA leaders to identify possible health and environmental hazards in public schools.
2. The NEA will develop a list of the proper federal and state agencies and authorities that would be called upon by local NEA leaders to eliminate any health and/or environmental hazards that exist in schools.
3. The NEA will develop a reporting system to be used by local NEA leaders to inform both the NEA and the appropriate state NEA affiliate of any actions that the local takes in regard to Items 1 and 2 above. (1983-60)

Curriculum Materials for Asian and Pacific Islander Students

The NEA Instruction and Professional Development (IPD) division is requested to gather curriculum materials which address the needs and sensitivities of Asian and Pacific Islander students and make that availability of these materials known to the NEA membership through articles in NEA publications and in appropriate Association meetings, workshops, and conferences. (1983-61)

Review of National Media Campaign Materials

The NEA Women's Concerns Committee and Minority Affairs Committee shall serve as part of the review process for NEA's national media campaign materials, including both print and electronic media materials, while those materials are in developmental stages. (1983-65)

Certification of Private School Teachers

In conjunction with its efforts to present a positive image of the quality of education which exists in the public school system, the NEA shall collect and provide information for the public about the differences which may exist in the minimum standards required for the certification of private school teachers and those for public school educators in the various states. (1983-70)

Shuttle Service

For future Representative Assemblies, shuttle service should be provided for delegages who wish to appear before the Resolutions Committee. (1983-71)

State Clustering Plans

The NEA shall continue to assist in planning and/or implementing state clustering plans upon the request of locals whose combined memberships entitle them to become a clustered unit and that are in a state in which fewer than 50 percent of the eligible locals are represented in the NEA Representative Assembly. (1983-76)

NEW BUSINESS REFERRED BY 1983 REPRESENTATIVE ASSEMBLY

Referred to NEA Executive Committee

That the Standing Committee on Instruction and Professional Development be directed to study existing home study laws and present policy and action recommendations to the 1984 Representative Assembly. (1983-22)

Referred to Standing Committee on Legislative and Financial Support for Public Education

That NEA, which opposes practices of Apartheid in South Africa, be requested to increase its activity in support of this position by working with the Washington Office on Africa, which seeks to restrict loans and curtail U.S. trade with South Africa; further, that such activity provide for inclusion of instructions in the International Monetary Fund Authorization Bill and a stricter control in the Export Administration Act. (1983-62)

Referred to Resolutions Committee

That NEA endorse, through staff and affiliates, and support the inclusion of "law-related education" in the K-12 curriculum within the public schools. (1983-73)

NEA Resolutions

FOREWORD

The Constitution of the National Education Association indicates that the goals of the Association shall be the nine goals stated in the PREAMBLE. These goals are, therefore, regularly set forth in a statement of resolutions adopted by the Representative Assembly.

Resolution is defined as a formal expression of opinion, intent, belief, or position of the Association adopted by the Representative Assembly and providing the direction in which the Association should be moving.

In addition to policy set by resolution, the Assembly may adopt items of new business. Standing Rule 6.K. states: "New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application."

A. SERVE AS THE NATIONAL VOICE FOR EDUCATION

A-1. Educational Opportunity for All

The National Education Association believes that education should be provided from early childhood through adulthood, be suited to the needs of the individual, be nonsegregated, be offered beyond the traditional school day and school year, be required through the secondary school, be offered at public expense, and be guaranteed by the Constitution of the United States.

The Association further believes the individual at his/her expense must also be free to choose, to supplement, or to substitute education in privately supported, nonsegregated, nonpublic schools. The Association also believes public and nonpublic schools should be accredited under uniform standards established by the appropriate state agency.

The Association further urges its affiliates to seek and support legislation that denies tax-exempt status to those institutions whose policies and/or practices prevent the integration of those institutions. (69, 82)†

A-2. Public Education

The National Education Association be-

lieves that the priceless heritage of free public educational opportunities for every American must be preserved and strengthened. Members of the Association are encouraged to show their support of public education by sending their children to public schools.

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in the development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education that prepares its citizens to—

a. Use the English language properly in written and oral communications

b. Compute effectively enough to ensure their ability to procure and/or dispense services and materials necessary to their health and general well-being

c. Exercise attitudes of good citizenship, societal productivity, and global awareness

d. Appreciate the aesthetic and moral qualities of life

e. Formulate values for their lives that will lead to continual growth and self-fulfillment

f Recognize and appreciate the cultural diversity of this nation

g. Recognize the cultural, social, political, and religious differences found throughout the world

h. Use leisure time effectively and develop sound physical health habits.

The Association urges its state and local affiliates to intensify their efforts to maintain and strengthen comprehensive programs of education that aspire to these goals. (69, 83)

A-3. Excellence in Education

The National Education Association believes that the continued success of the United States as a participatory democracy and as a world leader is dependent upon a shared national, community, and individual commitment to excellence in education. To that end, the Association reaffirms its support for the establishment and maintenance of high standards for teaching and learning. (83)

A-4. Public Understanding and Support of Education

The National Education Association recognizes its responsibility to promote public understanding and support of education and educators and to encourage wide public and parental participation in solving education's problems. It also recognizes its responsibility to publicize adverse educational conditions and to support its affiliates in attempts to improve conditions in their districts.

The Association believes that the success of our nation depends upon high standards of school excellence. The Association supports high standards for student achievement, excellence in teaching, and high parental expectations for schools.

The Association further believes that American Education Week is an important and worthwhile observance during which positive attention can be focused on the contributions of education and educators. (69, 83)

A-5. U.S. Department of Education

The National Education Association believes the U.S. Department of Education must be a major force for improvement of public education in the United States. The Association further believes that teachers must be fully involved in establishing goals and planning programs for the Department.

The Association believes that attempts to dismember or dismantle the cabinet-level U.S. Department of Education or to use it as a tool for attacking public education through tuition tax credits, educational vouchers, or other anti-public education plans are detrimental to the public interest. (80, 83)

A-6. U.S. Department of Education Schools

The National Education Association believes that all dependents of U.S. government employees overseas should be afforded the opportunity to attend U.S. Department of Education schools. (80)

A-7. Federal Role in Education

The National Education Association believes that the federal government has a legitimate and proper concern and responsibility for the quality of public education provided to its citizens that arises from the needs of our national social, economic, and political system. A major federal role is to ensure equality of educational opportunity for all. A second role is to engage in research, development, and consultation activities to support the quality of state and local education programs. A third federal role is to provide sufficient funding to support state and local government efforts in pursuit of national interests in public education.

The Association further believes that the federal government is a resource and supplement to local and state education agencies, which are legitimately entrusted with ongoing administration and operation of the public education system under their jurisdiction. (83)

A-8. Educational Neglect

The National Education Association believes that many schools are in crisis, evidenced by decay, neglect, and continuing deterioration. These schools must be provided with higher-than-average per pupil financial allocations to increase staff, to provide improved instructional materials, and to provide adequate physical facilities for instruction. Massive financial support is required to provide quality education. Organizational patterns must be developed which effectively involve community, parents, teachers, and students.

The Association urges its affiliates to initiate programs which strengthen and enhance the education provided by these schools. It believes its affiliates are uniquely able to design programs to inform and assist teachers in such schools. Continuous communication and involvement with community groups are keys to the success of such programs. (69, 81)

A-9. Tuition Tax Credits and Deleterious Programs

The National Education Association believes the following programs and practices are detrimental to public education and must be eliminated: performance contracting; tax credits for tuition to private and parochial schools; voucher plans; planned program budgeting systems (PPBS); and evaluations by private, profit-making groups.

The Association also believes that other tax credit programs, management by objective systems, block grants, and revenue sharing programs have at times been implemented in ways that are harmful to public education. It therefore calls for a monitoring of such programs and a concerted effort by the Association and its affiliates to prevent such abuses. (74, 83)

A-10. Voucher Plans

The National Education Association believes that voucher plans—under which education is financed by federal, state, or local grants to parents, schools, or school systems—could lead to racial, economic, and social isolation of children and weaken or destroy the public school system.

The Association urges the enactment of federal and state legislation prohibiting the establishment of voucher plans and calls upon its affiliates to seek from members of Congress and state legislatures support for this legislation. (70, 81)

A-11. Tax Reform

The National Education Association—an organization that consists of members who provide taxes—supports tax reform at the local, state, and national levels. The Association believes that tax reform must be completed promptly and rationally. Tax reform should—

a. Increase tax fairness and raise revenue necessary to finance quality public education and other public services

b. Prevent excessive reliance on property or any other single tax source

c. Reflect the findings of comprehensive studies of the total individual and corporate tax burden

d. Assure a tax burden distribution that reflects the ability to pay and that safeguards family subsistence

e. Assure that statewide uniformity in property tax effort be required

f. Provide for increased local and state funding of public education

g. Eliminate tax laws and rulings that are harmful to teachers and educational needs. (78, 81)

A-12. Economic Stability of States

The National Education Association recognizes that some communities and regions of the country experience significant

†Figures in parentheses after each resolution represent the years when the resolution was first adopted and last amended. If only one year is shown, no revisions have been made since the resolution was first adopted.

economic dislocation resulting in financial distress to public education.

The Association also recognizes that the economic and educational well-being of the country depends upon the economic health of each of the states and regions.

The Association supports efforts to alleviate the effects of unemployment and supports retraining and appropriate job-creation legislation.

The Association supports efforts to correct policies that contribute to the particular economic difficulties of individual states and regions. (81, 83)

A-13. National Health Insurance

The National Education Association believes that preventive health care is important in the fostering of educationally active and productive students and that many educational problems stem from the lack of health services to the student and family.

The Association believes that access to adequate health care is a right of every citizen, without regard for the ability to pay. Toward that end, it believes that a national health insurance plan should be supported by the U.S. Congress.

The plan should encourage diversity and flexibility in the provision of health care service. This plan must be mandatory and be provided by both public and private agencies that have substantial consumer representation on their governing boards. The legislation enacted by the U.S. Congress must recognize the government's ability to finance all of its social programs, including education. (78, 81)

A-14. Mass Media

The National Education Association recognizes the total educative effect of the communications media, whose obligations should be to provide full, constructive, and accurate presentations. The Association supports the media and their right to protect information and sources of information from mandated disclosures and search and seizure.

The Association recognizes that children are an especially vulnerable audience who must be protected from violence in television programming, race and sex stereotypes, and exploitation by advertisers. It encourages advertisers, broadcasters, and parents to promote, at proper viewing times, a variety of materials of the highest caliber for children of all ages to help them to become intelligently critical viewers, listeners, and readers. The Association encourages advertisers to use standard grammar.

The Association urges its affiliates to establish media study committees to monitor media activities; to provide research material and training to teachers; and to promote positive, educational programming. The Association further urges its affiliates and members to recommend to parents that they monitor and limit television viewing. (69, 82)

A-15. Media Utilization

The National Education Association believes that the broadcasting industry must serve the public interest and educational process. The Association further believes the Public Broadcasting Service (PBS television), National Public Radio (NPR), and expanding cable television (CATV) should provide communication services to education. Federal regulations should guarantee the reservation of at least 20 percent of the channel capacity of CATV systems in each community for educational and other public purposes.

The Association urges its affiliates to become involved in the program development and utilization of each of these media resources. It further urges the continuation of local, state, and federal financial support for public broadcasting.

The Association supports those public interest groups that work for responsible reform of the Communications Act of 1934 and for media legislation in the public interest. It urges its state and local affiliates to express their concerns to their representatives in the U.S. Congress. (81)

A-16. Rural Education

The National Education Association believes that rural areas contain a range of conditions which make them unique and urges development of programs which recognize and deal with rural areas. It recognizes that equal per pupil funding may not provide equal education. The Association further urges its affiliates to support equal educational programs and the equitable funding of such programs. Neither shall be dependent on geographical location and/or density of population.

The Association and its affiliates should encourage institutions of higher education and state agencies to promote training of personnel which will reflect the special needs and problems of rural teachers.

The Association recognizes that consolidation of rural school attendance areas is not necessarily the answer to rural educational problems. (76, 79)

A-17. Urban Development

The National Education Association believes that professional organizations should be concerned about the quality of life in our cities and should advocate policies or programs concerning land use, zoning, urban development, economic growth, mass transit, rent subsidy, or other issues vitally affecting patterns of community development and subsequently the quality of education in our schools. The Association supports the utilization for educational purposes of all tax increment funds from urban renewal project areas when those funds normally intended for educational purposes are diverted to renewal projects. (74, 76)

A-18. Community Education

The National Education Association believes that the concept of community education encourages schools to provide leadership in solving community problems.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of community education programs in their states. (77, 80)

A-19. School Boards

The National Education Association believes that school boards must be representative of the populaton within the school district, including representative participation of minority groups. The members of this board must be elected by the citizens of that school district and must be charged with the responsibility of promoting public understanding of the schools.

The Association urges its affiliates to seek legislation that would make it mandatory for school board meetings to be held at times and places that would allow teacher and community involvement in educational decisionmaking and guarantee their right to participation. (80, 83)

A-20. Public School Buildings

The National Education Association believes that public school buildings which are closed should be sold or leased only to those organizations that do not provide direct educational services to students and/or are not in direct competition with public schools. (82)

A-21. Environmental Education

The National Education Association believes the nation's priorities must include the protection of our environment. It urges the development and improvement of federal legislation, programs, and appropriations that provide education—

a. To understand the proper use, stewardship, and preservation of a viable environment

b. To promote an understanding of the necessity to protect endangered, threatened, and rare species

c. To reduce pollution significantly

d. To promote an understanding by students and the public of the effects of past, present, and future population growth patterns on world civiliation and human survival

e. To promote the establishment and management of federal Wilderness Areas, Recreational Areas, and Refuge Areas, in order to educate students to the concept of the compatibility of humanity and nature.

The Association urges its affiliates to support environmental programs in school systems for grades K through adult.

The Association encourages local affiliates to establish procedures to assure that policies and practices adopted by governing boards are consistent with environmental concerns. (73, 80)

A-22. Energy Programs

The National Education Association believes that a national energy policy must be established that would reflect the efficient use of energy from all sources, urge research to develop new sources of energy, stress rapid development of renewable energy sources, and promote conservation. The Association supports establishment of education programs to increase public understanding of energy and alternative energy sources.

The Association also urges its affiliates to support legislation that would ensure public schools' operating during the school year and encourages new energy sources

and efficient design in the renovation and construction of schools.

The Association encourages locals to support efforts to develop conservation awareness and school building energy audit programs. It also urges the support of programs to investigate current energy efficiency recommendations, research, and public health and safety programs for all educational levels in the schools.

The Association further urges its affiliates to support March 21 as "National Energy Education Day" and to encourage energy education programs in public schools at all grade levels. (77, 81)

A-23. Hazardous Materials

The National Education Association believes that students and staff must be protected from the hazards of dangerous chemicals and other materials, such as asbestos, used in construction and maintenance of educational facilities and in classroom teaching. The Association urges that standards and safeguards be established and programs for the prevention and elimination of health hazards be enacted by the appropriate school governing body after input from the local association. The Association further believes that teachers should be assisted in the identification, proper storage, and safe disposal of such materials. (78, 83)

A-24. Radiation and Chemical Pollution

The National Education Association urges the establishment and vigorous enforcement of stringent standards and safeguards against radiation and chemical pollution. All such standards must include provisions for strict monitoring in the proximity of school facilities.

The Association supports programs that would educate the public to the dangers and benefits of nuclear power and the problems of nuclear waste disposal.

The Association further urges the development and utilization of new technologies that may provide for the safe transport and disposal of nuclear and chemical wastes.

The Association further believes that the people of a state should make the final determination as to whether or not nuclear waste shall be buried within their state boundaries. (79, 82)

A-25. Nuclear Accident Emergency Plans

The National Education Association believes that teachers and other school personnel must be involved in the development of emergency plans in case of accidents involving nuclear reactors and/or radioactive materials. All teachers must receive copies of these plans as they would pertain to their schools. The Association urges its affiliates to work for cooperation and planning among neighboring school districts, communities, and states.

Emergency plans must include, but not be limited to, comprehensive alerting and communications systems, predetermined escape routes and alternatives, training for all involved school personnel, and regularly scheduled practice drills. (82)

A-26. Organizations of Other Nations

The National Education Association believes that a strong international community of educators is necessary to promote international understanding and to defend the interests of the teaching profession in all countries. The Association actively supports the World Confederation of Organizations of the Teaching Profession and will continue to cooperate with professional education organizations of other nations. (69)

A-27. Jobs with Peace

The National Education Association believes that a new economic program of "jobs with peace" for its members, all students, and working people should be a cornerstone of the nation's political structure.

The Association calls for a restoration of the public funds that have been cut from the education and human and social services budgets by the Reagan administration. It further calls for a moratorium on any future cuts in these programs. The Association believes that funds for these programs should come from the overinflated military budget. (82)

B. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS

B-1. Improvement of Instruction

The National Education Association believes that a prime responsibility of professional associations is to stimulate significant improvements in the quality of instruction. The primary authority to make educational changes should lie with the teachers through their influence and involvement in democratic decisionmaking in and out of the school. The Association encourages and endorses curriculum and professional development activities by local and state associations to assist teachers in this role.

The Association endorses positive action plans that establish procedures and timetables for eliminating racism and sexism in the curriculum.

The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions. The Association encourages school systems to establish learning materials centers.

The Association urges that the profession, in cooperation with other interested groups, establish standards for educational materials; insist that publishers and producers use the services of a competent educational institution or facility to field test, in actual classroom situations, such materials; and publish the results of their effectiveness.

The Association believes that one of its instructional goals is functional proficiency in English, with emphasis on the development of those basic reading, writing, speaking, and listening skills essential for success in other disciplines and everyday life. (69, 79)

B-2. Early Childhood Programs

The National Education Association urges the enactment of federal legislation to assist state and local communities in providing child care services, including childhood development programs.

The Association believes that implementation of early childhood development programs which have educational components that exceed child care service must utilize appropriately certificated professional educators. It supports those programs that upgrade personnel working in early childhood education and provide for maximum involvement of educators and parents at the operational as well as at the administrative level.

The Association endorses the involvement of minorities, the poor, and the elderly in staffing early childhood programs and also endorses professionally supervised training programs leading to the certification of all personnel. The Association believes that legal certification of professional personnel should remain the function of the states and objects to federal government intervention in the credentialing process.

The Association urges its affiliates to seek legislation that would ensure the implementation of early childhood education programs primarily through the public school system. It believes kindergarten is

necessary to the success of early childhood education and supports the concept of mandatory, fully funded kindergarten programs in all states. The Association strongly recommends that students starting kindergarten shall have reached the age of five by September 1 of that year.

The Association advocates the establishment of fully funded preschool special education programs. These programs should be readily accessible, should make available those services necessary to assist handicapped children from birth through five years, and should be staffed by teachers and therapists who are certified by the state. (75, 83)

B-3. Middle School and Junior High Programs

The National Education Association believes in the creation of special curriculum, guidance and counseling programs, and health services to meet the special needs of middle school and junior high school level students.

The Association further urges development of preservice and professional development programs for junior high/middle school education. (76, 82)

B-4. High School Equivalency Testing

The National Education Association supports the concept of a high school education for all youth and resists current efforts to erode secondary education.

The Association believes that the use of equivalency tests in lieu of academic preparation and school attendance for meeting requirements for graduation with age as the sole criterion for eligibility should be strongly resisted.

The Association further believes that any state or district plan to use equivalency testing as the basis for qualification for a high school diploma should be developed cooperatively by classroom teachers, administrators, and governing boards. The plan should include provisions for recommendations from the local school faculty. Recommendations should be based, as a minimum, upon ability, achievement record, and maturation level in addition to the age of the student. (76, 77)

B-5. Higher Education

The National Education Association believes that students should be encouraged to further their education through institutions of higher education.

The Association urges its affiliates to support a fully funded, guaranteed student loan program that would assure higher educational opportunities for all.

The Association further believes that colleges and universities should not use draft registration as a criterion for granting or not granting student aid. (80, 83)

B-6. Alternative Programs for Students with Special Needs

The National Education Association recognizes that there must be increased development of alternative programs to meet the needs of several groups of students. Among these groups are displaced students of desegregated districts; pushouts; disruptive students; disabled readers; gifted, talented, and creative students; those of low academic ability; underachievers; pregnant students and teenage parents; and those who do not qualify or have no desire to pursue a college program.

Programs should emphasize a broad range of activities for responding to students' differing behavioral patterns, interests, needs, and learning styles. These programs must be evaluated on stated objectives. Teachers in these programs must have a major role in designing and executing the objectives and evaluations.

The Association urges increased support for the identification of these students, multisensory professional development of educators, and development of programs at the local, state, and national levels. Teachers should provide the major input for determining the nature of programs with the assistance of other specialists and advice of parents and students as appropriate.

The Association further supports the effort of its affiliates to negotiate and legislate for the training of teachers seeking additional certification and hiring of an increased number of teachers with education in special areas.

The Association supports any federal legislation and further encourages its state affiliates to seek legislation that would require any person offering services to remediate, correct, or ameliorate reading, speech, language, learning disabilities, or related problems to be certified or licensed under regulations of each state's department of public instruction or other appropriate agency. (77, 83)

B-7. Youth and Adult Training Programs

The National Education Association believes that the public schools should be involved as an equal partner with government, labor, business, and community-based groups in youth and adult employment and training programs. The

Association further believes that these programs should supplement, and not supplant, the vocational programs provided in the public schools. The participation of public school teachers in employment and training programs should be assured under the following conditions:

a. Teachers and local education associations should have a role in the development of employment and training programs and should have the right to approve programs before implementation.

b. The educational and support components of employment and training programs should be staffed only by certificated educators.

c. Employment of teachers should be within the framework of the local collective bargaining agreement. Salary should be no less than the per hour rate for teaching during the regular school day.

d. Funds for the educational component of employment and training programs should be channeled through and controlled by local school systems.

e. Funds for youth and adult training programs should be designated for training of teachers, counselors, administrators, and school board members in program objectives and procedures.

f. The use of funds and the duration of programs should be flexible in order to accommodate the differing learning needs of students.

g. The amount of funding should be predictable in order to facilitate year-to-year planning.

h. Employment and training programs should be provided by certificated personnel and offer ongoing counseling, placement, and other support services.

i. Employment and training programs should provide opportunities for women, the handicapped, and ethnic minorities in nontraditional occupations.

j. Existing educational and vocational facilities should be used in employment and training programs. (80, 83)

B-8. Gifted, Talented, and Creative Students

The National Education Association believes that there must be increased development of fully funded educational programs for gifted, talented, and creative students.

The Association recognizes its responsibility to indicate to educators reliable methods of identifying and teaching these children. The Association also believes that training programs in gifted and talented education must be provided for teachers.

The Association urges local and state affiliates to encourage such programs and methods to ensure that these special need areas are met. (80, 81)

B-9. Education in Correctional and Rehabilitation Agencies

The National Education Association believes legislative and professional support should be given to members who teach in federal, state, and local correctional and rehabilitation institutions, hospitals, and other custodial agencies. The Association supports improving the standards of instruction in these institutions. (73, 79)

B-10. Bilingual and ESL Education

The National Education Association believes that bilingual and English-as-a-second-language (ESL) programs are unique and necessary, each committed to addressing specific student needs and providing equal opportunity to all students, regardless of their primary language.

The bilingual program, which includes functional proficiency in English as a goal, uses a student's primary language as the principal medium of instruction in a bicultural setting.

The ESL program develops proficiency in English through a systematic instructional program using English as the instructional language with students who have a different primary language.

The Association urges that both bilingual and ESL programs include as a goal functional proficiency in English, with emphasis on the development of those basic language skills essential to the successful

pursuit of all other disciplines. While these programs should stress the development of exit criteria to facilitate moving the students into a total English program, no students should be moved into nor maintained within the total English program until they have demonstrated the ability to function in such a program.

The Association supports federal and state legislation which would require and fully fund bilingual and ESL programs for all students who are not proficient in the English language because it is not their primary language.

The Association also believes that legislation must provide funds to expand current bilingual and ESL programs, including those for teacher preparation. (81)

B-11. Limited English Proficiency

The National Education Association believes that limited English proficiency programs should reflect the cultural diversity and heritage of those students involved.

The LEP program includes those students whose primary language *may be English* and develops proficiency in English either through a systematic instructional approach or through other unique programs. This program encompasses all students not proficient in English who are not eligible for bilingual education or English-as-a-second-language programs. (83)

B-12. Multicultural/Global Education

The National Education Association believes that multicultural/global education is a way of helping every student perceive the cultural diversity of U.S. citizenry so that children of many races may develop pride in their own cultural legacy, awaken to the ideals embodied in the cultures of their neighbors, and develop an appreciation of the common humanity shared by all peoples of the earth.

Multicultural/global education develops an awareness of cultures and an appreciation of our interdependency in sharing the world's limited resources to meet mutual human needs through the mastery of communication skills (including foreign languages) and cooperation among the diverse groups in our nation and world.

The Association believes the goal of multicultural/global education is the recognition of individual and group differences and similarities in developing self-esteem as well as respect for others.

The Association urges its affiliates to develop comprehensive teacher-training programs for multicultural/global education and to work to secure legislation that would provide adequate funding for effective implementation of such programs. (81, 83)

B-13. Foreign Language Education

The National Education Association believes that foreign language instruction is an important part of the total educational process and an integral part of international studies.

The Association supports the maintenance of current programs and the encouragement and development of foreign language instruction and international studies programs.

The Association recognizes the need for teacher training programs for foreign language teachers, and supports teacher exchange programs. (81)

B-14. American Indian/Alaska Native Education

The National Education Association recognizes that the complexity and diversity of needs of the American Indian/Alaska Native children require the direct involvement of their parents, American Indian/Alaska Native teachers, tribal leaders, and other American Indian/Alaska Native groups in developing adequate and equal educational programs which preserve the rich heritage of their cultures.

The Association insists that federal funding for American Indian/Alaska Native education be expanded to effect necessary improvements. The Association supports the movement toward self-determination by American Indians/ Alaska Natives and insists that such programs be voluntary. The Association opposes termination of federal support for American Indians/ Alaska Natives either as a direct or indirect result of efforts to extend their self-determination.

The Association supports programs that provide for—

a. Legislation that assures the involvement and control of the education of American Indians/Alaska Natives by their parents, communities, and educators

b. American Indian/Alaska Native involvement in teacher training programs dealing with cultural pluralism and the teaching of American Indian/Alaska Native values, heritage, culture, and language

c. Assistance to local and state associations in meeting the educational needs of American Indian/Alaska Native students

d. Substantial participation by American Indians/Alaska Natives in NEA conferences and leadership training programs

e. Coordination with existing American Indian/Alaska Native organizations and concerned agencies and aid in the dissemination of information and programs that include values, heritage, language, culture, and history of the American Indian/Alaska Native people

f. Higher education opportunities for all American Indian/Alaska Native students through direct governmental assistance in graduate and undergraduate programs

g. American Indian/Alaska Native involvement in developing multicultural learning centers at higher education institutions

h. American Indian/Alaska Native involvement in lobbying efforts in Washington, D.C. (76, 80)

B-15. Chicano-Hispano Self-Determination in Education

The National Education Association recognizes that the complexity and diversity of the needs of Chicano-Hispano children require the direct involvement of their parents in developing an adequate and equal educational program that reflects and is responsive to their learning and cultural characteristics and promotes the preservation of their heritage and culture.

In school districts enrolling these students, the Association urges the employment of enough bilingual visiting teachers and counselors to meet student needs.

The Association supports federal and state programs that directly enhance the educational opportunities of these children in their quest for educational self-determination. It recommends federal and state grants and scholarships that will facilitate the entry of Chicano-Hispano students into the teaching profession.

The Association further recognizes and will aggressively pursue the realization of the responsibility of state and local education agencies to develop and implement programs which respond to the cultural and language characteristics of these children regardless of the availability of federal funds. (72, 83)

B-16. Asian and Pacific Islander Education

The National Education Association recognizes the complexity and diversity of needs of the Asian and Pacific Islander children caused by historical neglect and recent changes in political leadership in many Asian countries. The Association believes that there is a national responsibility to serve these children's special needs by providing educational programs that guarantee Asian and Pacific Islander parents, teachers, community leaders, and interest groups an opportunity to preserve, promote, and perpetuate their heritage and culture. The Association supports the celebration of Asian Pacific Heritage Week as a means of acknowledging the specific contributions of Asian and Pacific Islanders to the history and progress of these United States.

The Association encourages the passage of federal and state legislation that will produce financial support of Asian and Pacific Islander curriculum, preservice and continuing education of teachers, development of instructional materials, and the dissemination of information and programs. (79, 83)

B-17. Black American Education

The National Education Association recognizes that the complexity and diversity of needs of Black American children require the direct involvement of Black American educators, parents, community leaders, and groups in developing adequate and equal educational programs. These programs should reflect and be responsive to the learning and cultural characteristics of Black American children and promote the preservation of their heritage and culture. (81)

B-18. Sexism in Education

The National Education Association believes that educational materials and processes should accurately portray the contributions of women both in the past and in the present and that women must be involved in the selection of these materials and in preparing teachers for their use.

The Association recognizes that many instructional materials portray females and males in sex-stereotyped roles. It urges educators to use instructional materials that portray various careers and personal roles as acceptable and attainable for all individuals.

The Association endorses the use of nonsexist language by all schools. It further believes that sexism and sex discrimination must be eliminated from the curriculum. (75, 81)

B-19. Education for All Handicapped Children

The National Education Association supports a free, appropriate public education for all handicapped students in a least restrictive environment, which is determined by maximum teacher involvement. However, the Association recognizes that in order to implement federal special education legislation effectively—

a. The educational environment, using appropriate instructional materials, support services, and pupil personnel services, must match the learning needs of both the handicapped and the nonhandicapped student.

b. Suspension and expulsion policies and practices used by local education agencies must be applied consistently to both handicapped and nonhandicapped students where misconduct is shown to be unrelated to either the handicapping condition or to improper placement.

c. Regular and special education teachers, pupil personnel staff, administrators, and parents must share in planning and implementing programs for the handicapped.

d. All staff must be adequately prepared for their roles through professional development programs.

e. The appropriateness of educational methods, materials, professional development, and supportive services must be determined in cooperation with classroom teachers.

f. The classroom teacher(s) must have an appeal procedure regarding the implementation of the individualized education program, especially in terms of student placement.

g. Modifications must be made in class size, using a weighted formula, scheduling, and curriculum design to accommodate the demands of each individualized education program.

h. There must be a systematic evaluation and reporting of program development using a plan that recognizes individual differences.

i. Adequate funding must be provided and then used exclusively for handicapped students, including preschool children.

j. The classroom teacher(s), both regular and special education, must have a major role in determining individual education programs.

k. Adequate released time or funded additional time must be made available for teachers so that they can carry out the increased demands placed upon them by federal special education legislation.

l. Staff must not be reduced.

m. Additional benefits negotiated for handicapped students through local collective bargaining agreements must be honored.

n. Communications must be maintained among all involved parties.

o. All teachers must be accorded by law the right of dissent concerning each individualized education program, including the right to have the dissenting opinion recorded.

p. Individualized education programs should not be used as criteria for the evaluation of teachers.

q. Teachers, as mandated by law, must be appointed to local and state advisory bodies on special education.

r. Teachers must be allowed to take part in the U.S. Office of Special Education and Rehabilitative Services' on-site visits to states. Teachers should be invited to these meetings.

s. Incentives for teacher participation in professional development activities should, as mandated by law, be made available for teachers.

t. Local associations must be involved in monitoring school systems' compliance with federal special education legislation.

u. Student placement must be based on individual needs rather than on space availability.

v. The classroom teacher serving the handicapped child must have scheduled access to resource personnel. (78, 83)

B-20. Communication Between the Hearing and the Hearing Impaired

The National Education Association believes that the lack of communications between the hearing and the hearing impaired has seriously detracted from the potential of a broadly distributed group to contribute fully to our total society—a mutual loss to all citizens.

The Association recommends that instruction be given to hearing students that will help them to understand the unique needs of all hearing impaired students and will help hearing students communicate with hearing impaired students. (74, 78)

B-21. Left-Handed Students

The National Education Association believes in meeting the needs of all children in the public schools, including left-handed students. Toward this end, the Association and its affiliates urge appropriate governing agencies to provide desks, scissors, and all other materials and instruments necessary for the left-handed child to achieve on an equal basis with right-handed students. (79, 82)

B-22. Migrant Workers

The National Education Association is concerned with the plight of migrant workers, particularly with the education of those migrant children who are pushed out of school because of the system's failure to provide needed educational opportunities.

The Association urges its local affiliates to negotiate provisions that will guarantee protection and full rights for teachers of migrant children.

The Association supports legislation to ensure equal educational opportunities for migrant children, appropriate programs for migrant families, and the right of migrant workers to be represented in collective bargaining by an organization of their choice.

Mini-Corps as defined by federal legislation should be instituted in every state with migrant children in its school system. (75)

B-23. Family Life Education

The National Education Association believes that the developing child's sexuality is continually and inevitably influenced by daily contacts, including experiences in the school environment. The Association recognizes that sensitive sex education can be a positive force in promoting physical, mental, and social health and that the public school must assume an increasingly important role in providing the instruction. Teachers must be qualified to teach in this area and must be legally protected from censorship and lawsuits.

The Association urges that formal sex education should include parent orientation and be planned and implemented with careful attention to developmental needs, appropriateness to community settings and values, and respect for individual differences.

The Association urges its affiliates and members to support appropriately established sex education programs, including information on birth control and family planning, parenting skills, sexually transmitted diseases, incest and sexual abuse, the effects of substance abuse during pregnancy, and problems associated with and resulting from preteen and teenage pregnancies.

To facilitate the realization of human potential, it is the right of every individual to live in an environment of freely available information, knowledge, and wisdom about sexuality. (69, 83)

B-24. Career Education

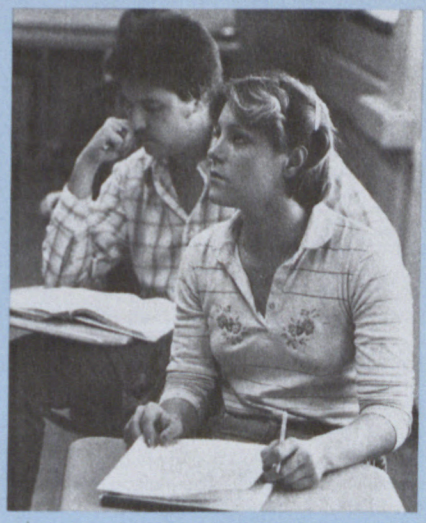
The National Education Association believes that a goal of public education is to provide all individuals, preschool through adulthood, opportunities to become effective, productive citizens. To achieve this goal, the career education concept must be interwoven into the total educational system and needs to include programs in career awareness and exploration to aid students in career course selection.

The Association believes that educational programs should be developed that will assure equal opportunity for career development for all students and offer exploratory experiences in a variety of careers. The Association and its affiliates should be encouraged to provide professional development experiences and released time for teachers for curriculum development in this area and should cooperate with industry and agencies in full support of career education programs. (76, 82)

B-25. Vocational Education

The National Education Association believes that preparation of students for vocations and productive jobs should be a basic policy of secondary and higher education. Educational programs that assure equal opportunity for occupational development and encourage students to consider nontraditional vocations should be developed for all students. A continuing comprehensive program for training, retraining, advancement, and promotion should be provided for students who have completed minimal state attendance requirements.

The Association supports vocational and technical education as a major component of education. To be effective, vocational and technical education should be preceded by career awareness and exploration programs. These exploratory courses should be incorporated into traditionally academic courses and into existing industrial and practical arts education courses. (76, 81)



B-26. Small Business Management Education

The National Education Association supports providing training at the secondary level for future small business persons and encourages educators at all levels to stress self-employment and the creation of one's own work as a viable career option. School systems should broaden their curriculums to include the teaching of those elements that are pertinent to success in business. (80)

B-27. Driver Education

The National Education Association believes that driver education behind the wheel and in the classroom should be available as part of the basic education of all students.

The Association urges its affiliates to ensure that these programs are available, fully funded, and taught by certificated personnel in the public schools. (80)

B-28. Fine Arts Education

The National Education Association believes that artistic expression is basic to an individual's intellectual development and therefore must be included as a component of all education.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of a fine arts program in the curriculum of their various local school systems. (80, 83)

B-29. Future Studies

The National Education Association believes that the future is dependent upon a citizenry that has been taught to use critical thinking and creative problem-solving skills. The Association encourages its affiliates to develop future-oriented curriculums and materials that focus on the development of these skills. (83)

B-30. After-School Programs

The National Education Association believes that all children should be protected from child neglect. The Association believes that latch-key children often suffer from lack of adult supervision and guidance after school hours.

The Association believes that after-school programs should be expanded to include opportunities to participate in study-skill sessions, counseling, and guidance, in addition to recreational activities. The Association further believes that funding should be shared by all levels of government in cooperation with the community and parents. (83)

B-31. Pupil Personnel Services

The National Education Association urges that pupil personnel services, including counseling, social work, school nursing, dental hygiene, health, speech, psychological, and attendance services, be increased and established where they do not now exist. The Association also urges that pupil personnel services be stressed at the preschool and elementary levels, since behavioral and attitudinal patterns are established at an early age. The Association opposes the subcontracting of pupil personnel services to private organizations. (69, 82)

B-32. Student Rights and Responsibilities

The National Education Association believes that basic student rights include the right to free inquiry and expression; due process; freedom of association; freedom of peaceful assembly and petition; participation in the governance of the school, college, and university; freedom from discrimination; freedom from commercial exploitation, including the payment of subminimum wage; and equal educational opportunity.

The Association believes that each of these rights carries with it a comparable responsibility. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.

The Association also believes that student rights must be safeguarded when students are involved in commercial premium campaigns and fundraising activities. (69, 81)

B-33. Health of Children

The National Education Association recognizes that the total environment, including home, school, and community, affects the mental, emotional, and physical health of children.

The Association urges local, state, and federal governments and appropriate organizations and institutions to initiate steps to assure the nation's children access to school health services as provided by the professional school nurse.

The Association believes that a wholesome environment is essential for the proper education and growth of children. It urges its affiliates to support programs which would—

a. Promote education programs for parents to improve home atmosphere

b. Inform parents of the availability of discount buying through the federal Food Stamp Program and assist them to understand its eligibility requirements

c. Provide information on harmful additives and preservatives, the possible consequences of excessive consumption of confections, and processing procedures that remove nutritive value from foods

d. Promote an awareness and recognition of biological sensitivity to foods

e. Provide special diagnostic services through the schools for early detection of health and/or learning disabilities

f. Improve educators' understanding of child growth and development to ensure the provision of a climate conducive to good health

g. Strengthen the child abuse laws, improve enforcement, and provide adequate funding for agencies involved in implementation

h. Lead to the enactment of child passenger restraint legislation for all motor vehicles, including school buses, in all states

i. Urge the enactment of legislation in all states against pornographic exploitation of children

j. Provide increased utilization of teachers, pupil personnel and health service staffs, and students in team efforts to help improve situations where mental, emotional, and physical problems exist

k. Provide comprehensive school and community health facilities and federal health plans to meet the needs of children

l. Discourage the educational use of promotional materials with food themes that are biased toward specific commercial products

m. Provide that teachers, families, and community members educate children to understand and accept the concept of death to help them develop a better ability to cope with death experiences and increase their awareness and sensitivity to those around them having such experiences.

The Association also believes that health and physical education programs should be developed and maintained commensurate with maturation levels of children. (69, 83)

B-34. Youth Camp Safety

The National Education Association believes that all youth camps must provide proper supervision and instruction as well as secure facilities that meet current safety and health standards.

The Association urges its members to support legislation establishing guidelines which require that all camp personnel be qualified, screened, and trained for their areas of responsibility. (76, 81)

B-35. Child Abuse

The National Education Association believes that all children should be protected from child abuse, including incest, and that educators are in a position to observe and recognize abuse which has been inflicted on children.

The Association and its affiliates should—

a. Cooperate with community organizations to increase public awareness and understanding of child abuse

b. Encourage the development and use of materials to increase student awareness of child abuse

c. Encourage development of teacher preparation courses and professional development programs that stress the identification of, reporting procedures for, and techniques in dealing with abused children

d. Encourage the development by affiliates of educator awareness programs dealing with the abused child.

The Association urges its affiliates to seek the enactment of state and local legislation that would—

a. Provide educators reporting suspected child abuse immunity from legal action

b. Require educators to report to the appropriate authorities instances of suspected child abuse

c. Provide for protection of children from other children. (74, 82)

B-36. Student Stress

The National Education Association believes that there are great and increasing mental and emotional pressures upon the students of this nation. Drug abuse, alcohol abuse, violence, vandalism, and increased suicide among children speak clearly to those pressures and the resultant waste of human potential.

The Association urges its local and state affiliates to support appropriately accredited and licensed mental health and aftercare programs.

The Association further urges local and state affiliates to seek legislative support and publicity for these programs. (80)

B-37. Missing Children

The National Education Association, in its concern for the growing number of children who disappear annually, believes that all available means must be utilized in locating these missing children. The Association urges its affiliates to participate in national clearinghouse programs for information regarding these children. The Association also believes that unexplained absences are suspicious and warrant full and continued investigations.

To aid these investigations, the Association urges the voluntary fingerprinting of children. It believes that care must be used at all levels of the fingerprinting process and that such programs must be conducted in a nonthreatening environment. The Association further believes that parents and/or guardians should be present during the fingerprinting process and that they be given the completed cards.

The Association further encourages local and state affiliates to work cooperatively with local programs and/or authorities to raise the public's consciousness about the missing-children crisis. (81, 83)

B-38. Youth Detention and Incarceration

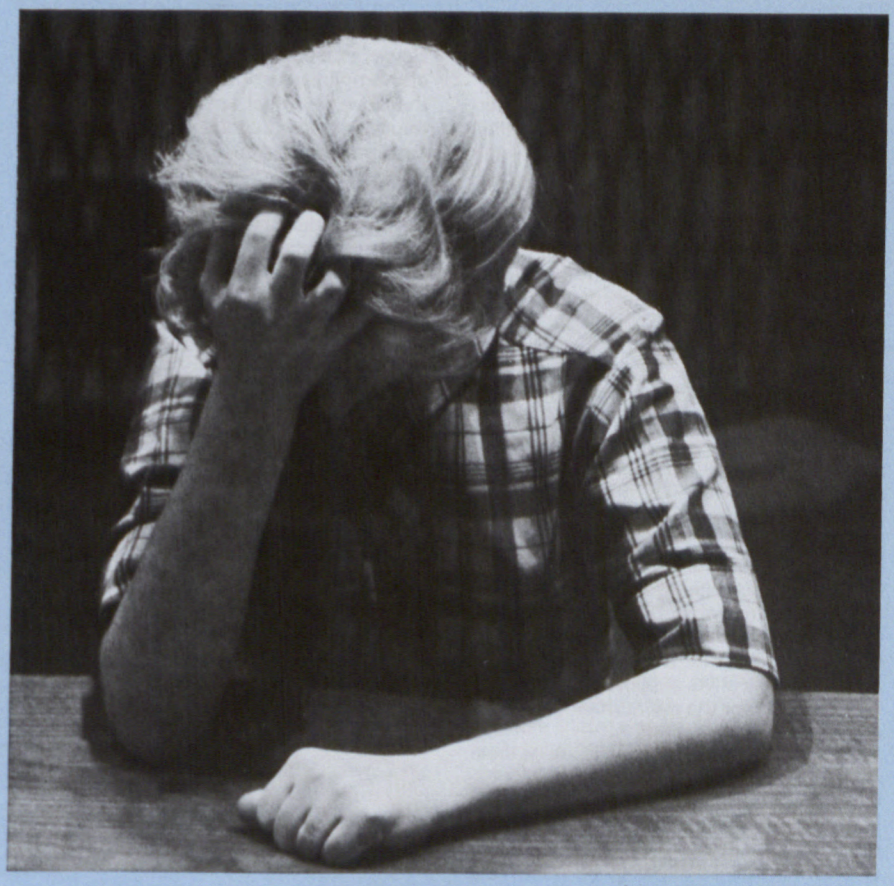
The National Education Association believes that youth in detention centers must be provided educational programs that will enable them to become contributing members of society. Teachers of these youths must be prepared to provide instruction in life skills and learning skills.

The Association condemns the practice of punishing children in trouble by placing them in abusive environments and believes that alternatives to incarceration must be developed. The Association opposes the placement of children who are not charged with any offense in facilities with those who are so charged. There should be separate facilities for these detained minors. (75, 77)

B-39. State Juvenile Codes

The National Education Association believes that a study of state juvenile codes is imperative because of the increased number of offenses committed by juveniles and increased violence in the schools.

The Association urges state affiliates to provide testimony at hearings and to support legislative changes that strengthen state juvenile codes. The Association further urges stringent enforcement of existing codes. (79, 81)



B-40. Drug Dependency

The National Education Association is concerned about the individual and societal problems which underlie psychological and physiological drug (including alcohol and tobacco) dependency by both children and adults. It calls for new and improved ways of helping children and adults learn more positive ways of meeting and coping with these problems. It recognizes the need for improved educational programs about drugs and for the uniform categorization of drugs. It urges its affiliates to support legislation leading to the standardization of drug laws, which should not be limited to the sale and distribution of drugs, but should also include prohibition of the production, sale, and distribution of drug paraphernalia, and the improvement of the drug rehabilitation programs.

The Association discourages the use of marijuana, except for prescribed medical purposes, and believes that severe penalties for its production, distribution, and sale should be strictly enforced. Private possession and use of small quantities of marijuana should not carry criminal penalties. (72, 81)

B-41. Family Violence

The National Education Association recognizes the vicious cyclical effects of family violence, which contribute to family disintegration, social maladjustment, and the overall erosion of society and its institutions. The Association supports existing family services and further urges creation of additional support systems and shelters for families experiencing this problem. (78, 81)

B-42. Family Stability

The National Education Association recognizes the impact of families and other close personal relationships on the quality of individual lives and upon society.

The Association therefore supports culturally sensitive educational activities and programs designed to prepare people for the roles and responsibilities of family relationships, particularly for parenting and marriage. The Association further supports programs and activities which improve the quality of current relationships among family members.

The Association urges that such programs and activities include, but not be limited to, interpersonal communication, problem solving, and related human relationship skills. (81)

B-43. Discipline

The National Education Association believes that discipline is essential in promoting optimum learning. Boards of education in conjunction with local affiliates should develop policies that would provide necessary administrative support to the classroom teacher for the maintenance of a positive school environment.

The Association further believes its local affiliates should develop guidelines for effective disciplinary techniques. It urges affiliates to negotiate a process whereby administrators, teachers, parents, students, and courts will be involved in identifying disruptive behavior and prescribing, implementing, and evaluating procedures that will reduce and correct disruptive behavior.

The Association supports legislation that will authorize the classroom teacher to maintain internal classroom management. The Association also supports the student's right to due process, but believes that the rights of those students not creating discipline problems must also be guaranteed. (75, 80)

B-44. Social Promotion

The National Education Association urges all educators, parents, and school board members to examine jointly the use of social promotion of students or grade-level advancement based primarily on age. The Association believes that sufficient resources and program alternatives should be provided to allow for the proper placement of each student. (78, 79)

B-45. Student Transfers

The National Education Association believes that the current mobility of the American society dictates the need to expedite informational exchanges between schools when students transfer.

The Association encourages its local and state affiliates and all boards of education to pursue steps to achieve an effective transfer process. (80)

B-46. Time To Learn

The National Education Association believes that time to learn is essential in promoting optimum achievement in the schools.

The Association acknowledges the need for some students to be gainfully employed. However, it believes that parents, students, and employers should be made aware of the adverse effects of excessive working hours upon a student's attention span and academic achievement.

The Association also believes that excessive student absences from school, excused or unexcused, have adverse effects on program continuity and achievement of the student.

The Association urges its state and local affiliates to review current practices and/or policies concerning all school absences. It further urges the adoption of policies to ensure maximum classroom attendance. (79, 83)

B-47. School Transportation

The National Education Association believes that free transportation should be provided for all public school students residing beyond a reasonable and safe walking distance from their assigned schools.

The Association further believes that all aspects of transporting students require close scrutiny. It believes that safety requirements for buses and other designated school vehicles must be stringently enforced and overcrowding must be prohibited.

No professional employee should be required to transport students as a condition of employment.

The Association further believes that local school districts should provide students with transportation for all school-related activities. (77, 83)

B-48. Credit Assignment

The National Education Association believes that the different methods of assigning credits as used by the nation's colleges and universities may cause difficulties in the evaluation of transcripts. The Association urges the nation's colleges and universities to develop, in cooperation with the Association, a uniform method of evaluating the assigned credits. (77, 79)

B-49. Bureaucracy in Education

The National Education Association is aware of an expanding bureaucracy in American public education. The Association urges its affiliates to work toward guaranteeing that an increasing portion of education budgets will be for the direct instruction of students. (77, 80)

B-50. Video Game Management

The National Education Association believes that the commercial use of video games has no place in the public schools. The Association urges state and local affil-

iates to support the enactment of zoning, time, and age restrictions that will regulate the operation of video game parlors in a manner designed to minimize the economic exploitation of youth. (82)

B-51. Lifesaving Techniques

The National Education Association advocates training of students and school employees in basic emergency life-saving techniques. The Association urges the inclusion of this training in the school curriculum. (82)

B-52. Off-Air Recording for Educational Use

The National Education Association believes it is essential that teachers have the right to record programs off the air and play them back on a delayed basis sufficient to meet the needs of effective teaching. It further believes that broadcast schedules are a major hindrance to in-school use of such programs, that home-viewing assignments are not practical, and that teachers need the flexibility of recording off the air so that programs can be previewed before use in the classroom and incorporated into classroom situations at those times when students are most ready to learn.

The Association encourages the creative and innovative use of television, videotapes, and audiotape recording devices for improving instruction and for self-evaluation of professional competence. (79)

B-53. Instructional Technology

The National Education Association believes that instructional technology can be employed to improve teaching and learning. Before sanctioning such technology, the Association believes the following conditions must be met:

a. Classroom teachers in each school must be involved in the initial planning, introduction, and use of such technology.

b. Teachers whose professional practice and responsibility are affected by this new technology must be provided with adequate staff development activities funded by the school district.

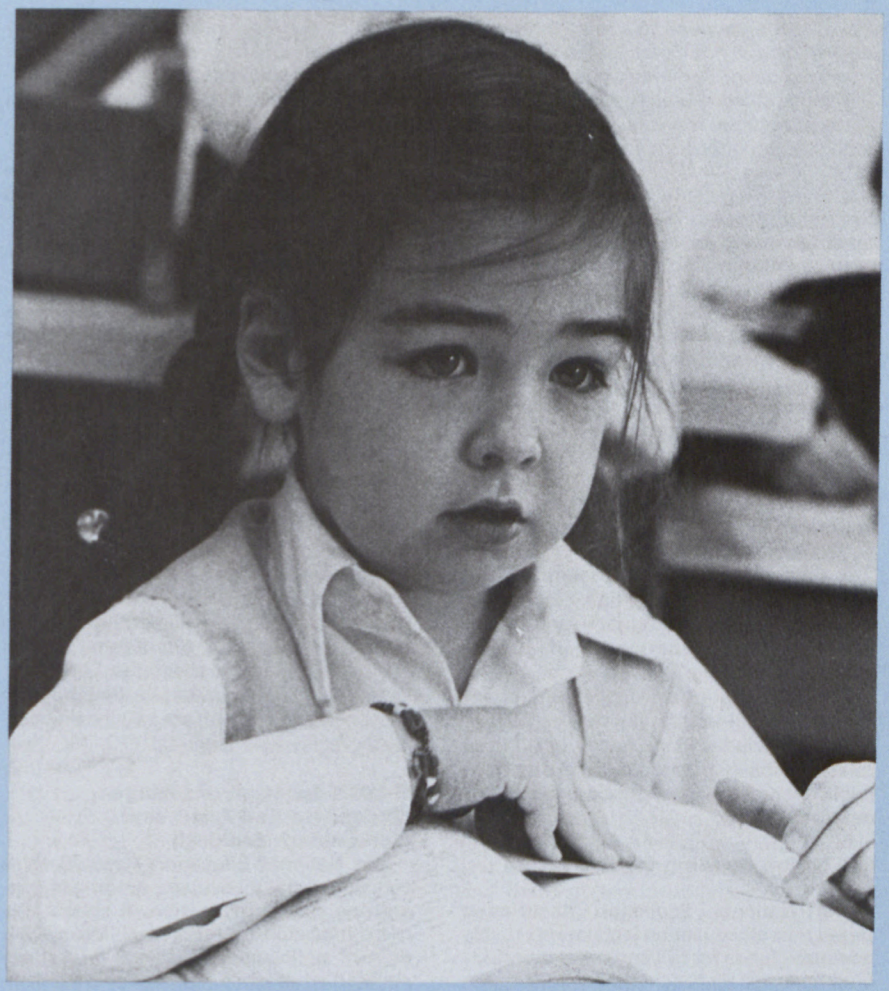
c. Classroom teachers must monitor changes in content and format of instructional materials to ensure quality of instruction and curricular coordination.

d. Teachers must be involved in decisionmaking related to changes in the work load and the responsibilities of classroom teachers as a result of the introduction of such technology.

e. Teachers must be involved in designing appropriate research and carefully controlled development activities related to all aspects of any new technology of instruction. (81, 83)

B-54. Computer/Electronic-Based Technology

The National Education Association recognizes the expansion and application of electronic-based technology in our society. The Association believes that students and staff should be provided instruction in the utilization of computer/electronic-based technology. (83)



B-55. Conversion to the Metric System

The National Education Association believes that adoption of the International System of Units (SI metric system) is essential to the future of American industrial and technological development. The Association urges that the SI system be taught at all educational levels. (69, 80)

B-56. Basic Financial Support of Public Education

The National Education Association believes that to achieve the Association's commitment to equal educational opportunity for all and to assure fair tax practices for all citizens, public education must be supported from public tax sources. The Association will continually seek general federal support for the whole of public elementary and secondary education. The federal monies must be expended solely and equitably for public education. The Association also condemns and deplores federal policies and programs that serve to undermine America's historical commitment to free public education. Therefore, it seeks support in accordance with the following principles:

a. The federal share of the cost of public education must be at least one-third.

b. Educational funding must be budgeted separately in recognition of its high priority in the federal budget.

c. Federally funded instructional programs should have maximum teacher involvement in their development at the federal level and, at the local level, must be implemented only after the involvement and approval of the recognized bargaining agent or local affiliate.

d. Advisory committees for federally funded programs should reflect the ethnic makeup of local communities to ensure accountability and equity. Parents, students, and educators should be included as members of these committees.

e. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.

f. Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.

g. A process of tax revision must be established at all levels, and tax administration must be subject to continuing review.

h. Local governing boards must be fiscally independent, and restrictive limits must not be imposed on their budgets or long-term borrowing.

i. The state and local share of finance must be derived from a tax system which is balanced and complementary in nature, includes all broad-based taxes, reduces the excessive reliance on property taxes, and protects subsistence income.

j. Public funded services for nonpublic

school students must be strictly limited to medical and dental care, public welfare programs, school lunch and milk programs, and public safety services such as fire and police protection, which are budgeted and administered through the appropriate public agencies.

k. Federal legislation must comply with civil rights statutes, be consistent with the constitutional provision respecting an establishment of religion, and provide for judicial review as to its constitutionality.

l. Programs, where appropriate, must make adequate provision for research and development and for promoting improvements in educational practice.

m. Funds for programs to alleviate sex discrimination and to reduce portrayal of sex stereotypes in the public schools must be provided.

n. Public funds shall not be expended for any materials that promote sex stereotypes and/or sex bias.

o. Categorical funding is essential in the areas of special education, bilingual/English as a second language, and for the economically/educationally disadvantaged and must be assured.

The Association will oppose any provision in federal legislation and/or current laws that includes funds, goods, or services related to the instructional process for nonpublic schools or nonpublic school students. (77, 83)

B-57. Full Funding for Education Legislation

The National Education Association urges that all education legislation provide adequate funds for full implementation, including funds for teacher training. The Association further believes that teaching materials should be provided for both new and existing educational programs mandated by legislation and that such material for new programs should be available before the implementation of new programs.

The Association further urges its state and local affiliates to inform teachers and the public of legislation that is not adequately funded. (78, 79)

B-58. Federal Impact Aid

The National Education Association is especially concerned about inadequate funding to maintain quality education for children in school districts impacted by federal activities and installations. A financial crisis exists in many impacted areas because of insufficient, temporary, year-to-year appropriations.

The Association urges a permanent solution to the financial problems of the severely impacted school districts.

The Association also endorses the concept of a national payments-in-lieu-of-taxes program. This endorsement does not affect the Association's continued support of current impact aid programs. The establishment of any payments-in-lieu program shall not adversely affect any locality currently receiving impact aid. (70, 79)

B-59. Education of Refugee, Undocumented Alien, and Nonresident Children

The National Education Association is concerned that inadequate funding is jeopardizing quality education in school districts impacted by refugee children, children of undocumented aliens, and those children who, while holding American citizenship, reside in Mexico but attend school in border school districts.

The Association believes that such impacted school districts should receive federal and state assistance to provide the educational facilities, personnel, special programs, instructional materials, and an environment free from harassment, which is needed for these students. The Association further believes that a harassment-free environment for these children should be assured by local, state, and federal authorities. (80, 82)

B-60. Financial Crisis

The National Education Association believes that free public education is in a financial crisis due to mounting inflation, declining enrollment, and/or shifting priorities. The Association seeks to maintain and expand educational programs for students by seeking public and legislative financial support. It believes that quality education requires adequate personnel, teaching materials, and supplies as priorities to be considered in the event of financial crisis.

The Association opposes the establishment of ad hoc classrooms in the event of school closures. (75, 81)

B-61. Extracurricular Funding

The National Education Association believes that every student must have an opportunity to participate in funded extracurricular programs.

The Association urges that equitable funds for facilities, equipment, and remuneration of staff be provided for all extracurricular activities. (75, 79)

C. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS

C-1. A Certificated Educator in Every Professional Position

The National Education Association believes that all educators must have the knowledge and skills necessary to perform their duties.

The Association insists that professional positions, including specialized and substitute positions, be filled by an educator who has completed a teacher preparation program in an accredited institution of higher education and holds the appropriate certificate or who holds the appropriate vocational certificate and that there be interstate certification reciprocity for mobile educators. The Association believes that private K-12 educational institutions must employ teachers who hold public educator certificates from their respective states. Private institutions failing to meet this hiring criterion should not be eligible for any federal funds, grants, or tax credits.

The Association will resist any attempts to diminish the quality of learning or services through the elimination of teaching positions, through involuntary assignment out of field, or through the revision of school staff management under the guise of improving educational opportunity. (69, 83)

C-2. Evaluation and Subjective Ratings

The National Education Association believes that it is a major responsibility of educators to participate in the evaluation of the quality of their services. To enable educators to meet this responsibility more effectively, the Association calls for continued research and experimentation to develop means of objective evaluation of the performance of all educators, including, but not limited to, the identification of—

a. Factors that determine professional competence

b. Factors that determine the effectiveness of competent professionals

c. Methods of evaluating effective professional service.

The Association believes that teachers and other professionals should evaluate supervisory and administrative personnel and governing board members.

The Association also believes that evaluations should be conducted for the purpose of improvement of performance and quality of instruction offered to pupils, based upon written criteria and following procedures mutually developed by and acceptable to the teacher association, the administration, and the governing board. Under no circumstances does the Association believe it is appropriate to make teacher certification or recertification dependent upon individual professional performance evaluations.

The Association insists that the evaluation program must recognize the rights of the educator who is evaluated. These include the right to—

a. Information concerning the evaluation criteria and procedure of the governing board upon application for employment and when changes are made in the criteria and procedures.

b. Open evaluation without subterfuge and with advance notice of evaluation visits with discussion of the teacher's goals and methods.

c. Tenure in public higher education not restricted by numerical or arbitrary quotas.

d. Consultation in timely fashion after a formal evaluation visit and receipt of and opportunity to respond substantively in writing to any formal evaluation report prior to placement in a personnel file.

e. Evaluation reports which assess strengths, note progress, indicate remaining deficiencies, and suggest specific measures the teacher can take to overcome indicated deficiencies.

f. Participation in a professional development program including such activities as appropriate counseling and supportive services, released time for professional development, and opportunity to observe and seek or give assistance to other teachers in classroom settings other than one's own.

g. Access to and review of all items in personnel records; opportunity to attach a written response; and access to a procedure to remove inappropriate, derogatory, or unsubstantiated material. Anecdotal records to be included must be reduced to writing within 30 days of the incident documented. Statutory guarantees should assure these rights.

h. Supervision that is constructive provides an opportunity to correct deficiencies, takes into account the variety of learning and teaching environmental factors, and emphasizes career development of the professional educator.

The Association opposes any plan to rank teachers on the basis of competency. The Association also believes that examinations such as the National Teacher Examination must not be used as a condition of employment, evaluation, criterion for certification, placement, or promotion of teachers. The Association is convinced that no test in existence is satisfactory for such usage.

The Association further opposes the use of pupil progress and student assessment tests for purposes of teacher evaluation, advancement on the salary schedule, continuation of employment, granting of tenure, certification, or promotion. (69, 82)

C-3. Class Size

The National Education Association believes that small class size, particularly in grades K-12, allows for the optimum development of a student's potential. Class size and daily student-teacher contacts must allow for individual attention to each pupil. The Association urges its affiliates to seek an optimum class size of 15 students.

The Association further believes that class size maximums must be established, with Association involvement, based on the type of students, subject area content, physical facilities, and other criteria. The Association encourages local and state affiliates to seek the implementation of a weighted class size formula to reflect the inclusion of exceptional children.

The Association believes that periods of declining enrollment offer a particularly desirable time for local and state funding agencies to reduce class size.

The Association urges local and state affiliates to resist efforts to circumvent laws, regulations, and policies that mandate maximum class size and maximum teaching loads. (82)

C-4. Time To Teach

The National Education Association believes that "time to teach" refers not only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, including a duty-free lunch period; time for planning; time for implementation of federal and state legislative requirements; and elimination of the noninstructional tasks required of a teacher.

Class size and the number of instructional periods taught each day must be adjusted to the particular learning process involved to allow individual attention to each

pupil when that is the required mode of instruction. Class size should not exceed 15 students per certificated classroom teacher. (69, 79)

C-5. Teacher Education

The National Education Association believes that teachers and students preparing to teach must be directly involved in evaluating and improving the standards for teacher preparation and certification. The Association insists that teacher involvement is necessary in planning and implementing quality teacher education programs.

Teacher educators must be certificated and experienced in their instructional areas.

The Association also believes that preprofessional practicum experience is an essential phase of teacher preparation. The responsibility for the practicum experience must be shared by the public schools, the

institutions that prepare teachers, and professional associations.

The Association urges its affiliates to—

a. Take immediate steps to evaluate and improve standards for entrance into the teaching profession by working cooperatively with teacher training institutions and their professional organizations. The selection process shall be continuous and an integral part of the candidate's educational program. The process should be developed by education faculty, cooperative teachers, and students. The process should include, but not be limited to, early screening, early field experiences, and counseling. Such process shall not discriminate against anyone because of race, sex, age, creed, national origin, or physical handicap.

b. Assess critically current college and university programs of teacher education and make specific recommendations for changes, including, but not limited to, increasing the academic requirements for admission into and graduation from schools of education.

c. Support inclusion of training in classroom management concerns such as discipline, group processes, the dynamics of intergroup communication, and human relations in requirements for certification, and the provision for professional development workshops in these areas for beginning and experienced teachers and administrators.

d. Support legislation providing legal status and liability protection for student teachers.

e. Support inclusion of instruction in school law and in the values, ethics, responsibilities, and structure of professional teacher organizations.

f. Support the active involvement of elementary and secondary classroom teachers in the teaching of methods courses.

g. Support requirements for specific course work in reading instruction for both elementary and secondary certification.

h. Formulate standards for school systems receiving student teachers, including guidelines for cooperating teachers and college coordinators of student teachers. Supervising or cooperating teachers in a student teaching program should have reduced teaching loads and be given a minimum established compensation.

i. Recommend Student NEA membership before participation in preprofessional experiences and student teaching.

j. Recommend that Student NEA advisors be Association members.

k. Offer guidance to teacher preparation institutions to prepare teachers in numbers consistent with projected need for teacher positions.

l. Support inclusion in master contracts or school policies that acceptance of student teachers be on a voluntary basis.

m. Take immediate steps to become involved in college and university committees that control teacher education programs.

n. Support changes in funding formulas and policies so that teacher education programs receive an equitable proportion of the funds received by higher education.

o. Support the inclusion of courses that provide instruction in the changing role of the family.

p. Support regulations that would place credentialed educators with teaching experience in decisionmaking roles in departments of education and teacher licensing/credentialing agencies. (70, 82)

C-6. Professional Development

The National Education Association recognizes the need for continuing education in the career-long development of teachers. It supports a variety of approaches to required and voluntary professional development, including the concept of Teacher Centers governed by teachers representing their bargaining units and/or local professional organizations. It believes that school systems have a responsibility to fund all expenses for all staff for professional development programs, courses, and conferences that benefit the school program.

The Association also believes that professional development programs should provide opportunities for teachers to gain the knowledge and skills that they themselves feel are important to their teaching, to the improvement of school programs, and to their performance as members of the profession. To assure that the programs will reflect the needs of local teachers and students, teachers must have the decisive voice at every stage of planning, implementation, and evaluation.

The Association believes that teachers should strive for complete control of their own professional development. To this end, the Association encourages its affiliates to develop strategies for the implementation of teachers' professional development programs that are fiscally autonomous and teacher governed. (76, 82)

C-7. Teacher Centers

The National Education Association believes that Teacher Centers provide an opportunity for teachers to continue their professional development. The Association believes that Teacher Center programs should be based on the needs of teachers and that they should be established in sufficient numbers to be accessible to all teachers.

The Association further believes that teachers from the exclusive representative of the bargaining unit and/or the local association should comprise a majority of the membership of Teacher Center policy boards.

The Association shall continue to seek federal funding for Teacher Centers and shall assist affiliates in obtaining state and local monies for Teacher Centers. (82)

C-8. Competency-Based Teacher Education Programs

The National Education Association believes that competent teachers employ the most appropriate processes known for the promotion of learning. The Association also believes that competency-based programs for preservice and professional development in teacher education and teacher evaluation must be based on many factors, some of which the teacher cannot control. It opposes models that prescribe single, limited definitions of competence; that reduce the process of teaching to mechanical, nonprofessional acts; or that seek to measure teacher competence on the basis of student achievement.

The Association believes that

competency-based programs should not be implemented which do not first provide for carefully controlled research and development to assure validity and reliability, indicating that such programs are an improvement over present programs. Teachers must be involved in such research and development. (74, 82)

C-9. Teacher Exchange Programs

The National Education Association believes that education will benefit if teachers participate in exchange programs in various cultural, linguistic, educational, and geographic environments.

The Association encourages its affiliates to cooperate with governing boards to develop voluntary teacher exchange programs within and among the states, and among schools of federal agencies within and outside the United States, and abroad. (74, 80)

C-10. Misuse of Interns

The National Education Association and its affiliates will resist all attempts to reduce the quality of education through the practice of using interns to supplant professional staff.

The Association believes that the internship is to be utilized solely as an avenue for the development of professional expertise and not as a means for the reduction of educational staff and/or budgets.

The Association will assist affiliates in correcting the misuse of intern programs. (77, 79)

C-11. Criteria for Certification and License

The National Education Association believes that no single criterion should be used for determining who should study for or be certified or licensed in the teaching profession. A broad range of factors should be used to evaluate a candidate for professional certification or licensing.

The Association supports rigorous and relevant evaluation in the selection and preparation of teachers and believes that teaching practitioners and student teachers must be fully involved in determining what the criteria should be. (77, 83)

C-12. Mandated Standards for Educational Programs

The National Education Association believes that standards for educational programs mandated by any governmental body should be established in consultation with the majority teachers organization and must be accompanied by a guarantee of adequate resources, including staffing, made available to the teacher and the school system to meet these standards.

The Association also believes that any state-mandated standards should set no more than broad, general curricular guidelines and should not be based on student achievement. (77)

C-13. Impact of Federal and State Legislative Mandates

The National Education Association believes that states are usurping the rightful role of schools and districts in the decision-making process. States are drifting toward centralized educational policymaking that focuses on narrow measures of accountability, mandated programs, and diminution of local control.

The Association urges its affiliates to express their concern to state and federal agencies about this loss of local autonomy. The Association further urges its affiliates to advocate viable alternatives that increase decisionmaking within the school and district.

The Association believes that federal and state legislative mandates regarding school programs should include teacher impact statements. These statements should include, but not be limited to, defining the impact of such mandates on—

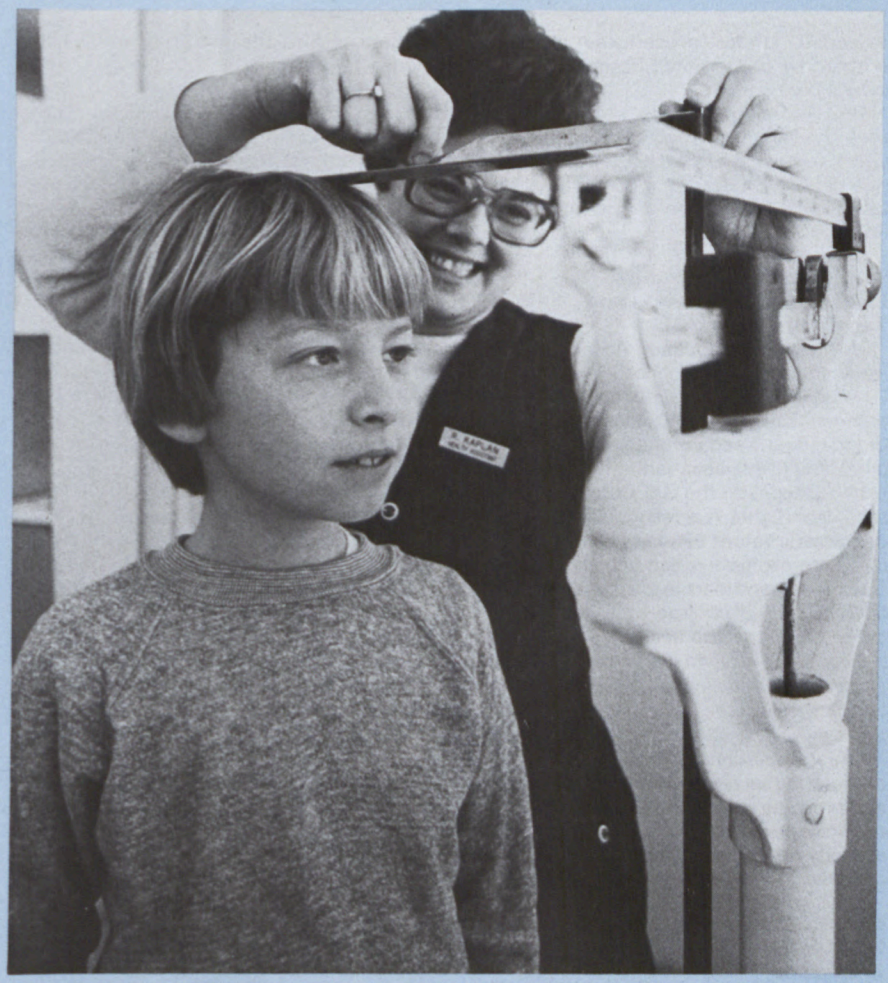
a. Teaching resources and the personnel necessary to implement them

b. Preservice training and professional development of teachers

c. Teacher work load and additional compensation

d. Priorities within the curriculum

e. Written report requirements. (79, 82)



C-14. School Libraries

The National Education Association believes that a comprehensive library/media program, including printed and nonprinted resource materials and a certificated librarian/media specialist, should be provided for each elementary and secondary school. (80, 81)

C-15. School Nurses

The National Education Association believes that all students should receive the services of a professional school nurse. It urges affiliates to enroll school nurses in active membership and to seek legislation that provides certification and inclusion in collective bargaining agreements.

The Association also believes that the Office of Comprehensive School Health in the U.S. Department of Education should be responsive to the needs of school nurses. (80)

D. GAIN RECOGNITION OF THE BASIC IMPORTANCE OF THE TEACHER IN THE LEARNING PROCESS

D-1. Selection of Materials and Teaching Techniques

The National Education Association believes that decisions on which school learning experiences and teaching techniques will develop a student's talents are best made by a teacher who knows the learner. Teaching quality depends on freedom to make such decisions. Teachers and librarians/media specialists must have the right to select instructional/library materials without censorship or legislative interference. Challenges of the choice of instructional materials must be orderly and

objective, under procedures mutually adopted by professional associations and school boards.

The Association urges its affiliates to seek the removal of laws and regulations which restrict the selection of a diversity of instructional materials or which limit educators in the selection of such materials. (69, 83)

D-2. Reconsideration of Instructional Materials and Teaching Techniques

The National Education Association believes that it is the responsibility of the public schools to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, and to inspire meaningful awareness of and respect for the U.S. Constitution and the Bill of Rights. It is recognized that these democratic values can best be transmitted in an atmosphere which does not restrain free inquiry and learning. It is essential that such a setting be free of censorship, in order to ensure the academic freedom of teachers and students. The Association deplores book burning crusades and the attempts to ban books from the school library and school curriculum by pressure groups.

The Association urges its state and local affiliates to secure the adoption of policies and procedures that provide for the orderly reconsideration of instructional materials and techniques when requests for such reconsideration are received. (82)

D-3. Cultural Diversity in Instructional Materials and Processes

The National Education Association believes that educational materials and processes should portray our cultural diversity and the contributions of ethnic-minority groups. Ethnic-minority teachers must be involved in selecting educational materials and in preparing teachers in their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitudes and recommendations from various segments of the literary world.

The Association acknowledges that many contemporary texts related to ethnic-minority groups do not portray realistically their lifestyles but convey a negative self-concept to ethnic-minority students. The Association believes that educators should adopt and use basal texts and other educational materials that include accurate portrayals of the roles of ethnic minorities. (69, 83)

D-4. Academic and Professional Freedom

The National Education Association believes that academic freedom is essential to the teaching profession. Academic freedom includes the rights of teachers and learners to explore and discuss divergent points of view. Controversial issues should be a part of the instructional program when, in the judgment of the professional staff, the issues are appropriate to the curriculum and to the maturity level of the student.

The Association also believes that professional freedom is essential to the teaching profession. Professional freedom includes the teacher's right to evaluate, criticize, and/or advocate his or her personal point of view concerning the policies and programs of the schools. Teachers also have the right to assist colleagues when their academic or professional freedoms are violated.

The Association further believes that legislation and regulations that mandate the teaching of religious doctrines, such as so-called "creation science," violate both student and teacher rights. The Association urges its affiliates to seek repeal of such mandates where they exist. (83)

D-5. Evaluation of Students

The National Education Association recognizes, as an aspect of academic freedom, the right of classroom teachers to decide upon criteria for evaluating and for assigning grades to students. The Association believes that the classroom teacher is the final authority in assigning student grades. (81, 83)

E. PROTECT THE RIGHTS OF EDUCATORS AND ADVANCE THEIR INTERESTS AND WELFARE

E-1. Collective Bargaining Rights

The National Education Association believes that the attainment and exercise of collective bargaining rights are essential to the promotion of teacher and student needs in society. The Association demands that these rights be advocated where they are now abridged or denied and strengthened where they are now secured. (80, 83)

E-2. Collective Bargaining and Grievance Procedures

The National Education Association believes in the necessity of a public employees' federal collective bargaining law that will not weaken any state or local bargaining laws currently in effect. The Association also demands that all state and local governing bodies bargain collectively with all public employees. The Association supports legislation that would prohibit the negotiating away of any public employee statutory benefit, right, or protection.

The Association further believes that local affiliates and governing boards must negotiate written master contracts. Such contracts shall result from negotiation in good faith between associations and governing boards, through representatives of their choosing, to establish, maintain, protect, and improve terms and conditions for professional service and other matters of concern, including a provision for agency shop.

Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of the contract. Binding arbitration shall be a part of the grievance procedure.

The Association further believes that binding arbitration or the right to strike must be an integral part of any collective bargaining process.

The Association recommends that state affiliates seek statutory penalties for governing boards that do not bargain in good faith, do not comply with negotiated contracts, or attempt or seek to rescind negotiated agreements by declarations of bankruptcy or by any other means. (69, 83)

E-3. Higher Education Bargaining

The National Education Association is opposed to the designation of the executive branch of the state government as the college and university employer for purposes of collective bargaining.

The Association shall seek, as a condition for federal funding, that the boards of colleges and universities remain as independent agencies, apart from the executive branch of government. (77)

E-4. Physical Environment for Education

The National Education Association believes that the physical environment for education must keep pace with the growth in the number of students and the changes in methods of teaching and of presenting instructional materials. Schools must be safe, healthful, and attractive. Instructional space must be flexible. Instructional materials and equipment must be provided in sufficient variety and quantity to serve all students. (69, 79)

E-5. Pay Equity

The National Education Association believes that all workers should be paid on the basis of the requirements, skills, and worth of their jobs and that factors such as the sex or race of the individual performing the job should never play a role in determining salary.

The Association supports all efforts to attain accurate and unbiased forms of job evaluation and to raise the pay of those jobs that are presently undervalued. The "market value" means of establishing pay cannot be the final determinant of pay scales, since it itself too frequently reflects the sex bias in our society.

The Association encourages efforts by teachers and other members of the work force to gain salary levels appropriate to the skill, value, responsibility, and requirements of their jobs. (82)

E-6. Professional Salaries

The National Education Association believes that salary policies should be based on clearly defined factors that are applicable to salaries for all professional services. Extra duties performed by educators should be on a voluntary basis and should be accompanied by extra-duty pay.

The Association believes that instructional performance pay schedules, such as merit pay, are inappropriate because of the complexity of the teaching-learning process.

The Association also believes that local affiliates can best promote the economic welfare of all educators by following the salary standards developed at the state and national levels. (69, 79)

E-7. Salary Goals

The National Education Association insists that a professional salary schedule for faculty members should—

a. Be based upon preparation, experience, professional growth, and length of service

b. Have structural continuity through the use of an index or percentage guide

c. Be revised by methods that prevent deterioration in the ratios of maximum salaries, experience increments, and preparational differentials

d. Provide scheduled minimum salaries which are competitive with beginning salaries paid to college graduates entering business and industry and adjusted annually through negotiated contracts which result in a doubling of the current annual minimum salary within 10 years of faculty experience

e. Provide a differential of 15 percent or more between the scheduled minimum salary for the bachelor's degree and master's degree scales

f. Have automatic annual increments for experience which are in no case less than 10 percent of the bachelor's degree minimum

g. Establish salary credit for intermediate preparation levels between full year schedules to encourage academic advancement

h. Assure that initial placement, advancement on the salary schedule, and promotions are based on objective criteria to eliminate the disparities which currently exist among faculty members of comparable preparation, experience, and length of service

i. Place newly appointed faculty on step according to their teaching experience, allowing full credit for all previous service

j. Be applied in actual practice in an equitable manner so that teachers are not penalized in changing assignments

k. Assure that salary paid for summer, continuing education programs, extended contracts, and extra duty is not less than the rate for regular contract pay

l. Provide remuneration for teachers who conduct in-service training or workshops

m. Permit no discrimination as to grade or subject taught, residence, creed, race, sex, marital status, or number of dependents

n. Be developed through the process of collective bargaining

o. Compare favorably with income in other professions and occupations of comparable preparation and responsibility

p. Include a cost-of-living adjustment, based upon the consumer price index, which is in addition to the regular pay scale and payable to the employee

q. Define *salary increase* to mean the exact monetary differential between the existing salary schedule and the proposed salary schedule, exclusive of incremental adjustments, and all basic benefits.

The Association further urges its affiliates to seek the repeal of laws limiting maximum salaries for educators. (69, 83)

E-8. Basic/Fringe Benefits

The National Education Association believes that school systems must provide and pay for basic/fringe benefits including, but not limited to, the following:

a. Comprehensive health insurance
b. Sick leave, with unlimited accumulation
c. Personal leave
d. Maternity/paternity leave, including adoption
e. Sabbatical leave
f. Paid professional leave
g. Paid association leave
h. Workers' Compensation
i. Life insurance
j. Severance pay
k. Tuition reimbursement
l. Personal assault protection
m. Long-term physical and mental disability insurance
n. Benefit extension for laid-off employees
o. Religious leave
p. Retirement compensation
q. Unemployment compensation
r. Optical insurance
s. Dental insurance
t. Legal insurance.

The Association also believes that the basic benefits of comprehensive health insurance, life insurance, and long-term disability insurance should be provided for educational staff members on official leave of absence or maternity/paternity leave. (79, 82)

E-9. Tax Deductions for Professional Expenses

The National Education Association believes that educators must continuously develop professionally and that expenses incurred to do so are professional expenses and must be uniformly deductible, as an adjustment, from gross income in the computation of federal, state, and local income taxes. Included in such deductible expenses are those incurred on sabbatical leave or for educational travel for the maintenance and improvement of teaching skills, and those incurred by maintaining an office in the educator's home.

The Association further believes that teachers must be eligible for a tax credit when they invest their own money in the purchase of instructional supplies. (69, 83)

E-10. Teacher Retirement

The National Education Association shall provide leadership in teacher retirement and believes that state and local retirement systems and programs should include—

a. Autonomous boards of trustees, the majority of which are elected by and from the membership.

b. Actuarial and investment policies that produce sound financing.

c. Annual independent review and audit.

d. Immediate and full vesting after not more than five years of service.

e. Provisions permitting the purchase of teaching credit earned while a member of another retirement system and credit for leaves for maternity/paternity, including adoption.

f. Normal retirement of at least 50 percent of the highest single year's rate of salary after 20 years of creditable service, where actuarially sound, and with destacking provisions; voluntary retirement under these provisions.

g. Disability retirement for a service-connected disability available to teachers from the first day of employment. Nonservice-connected disability retirement shall be available to teachers after five years of service.

h. Automatic cost-of-living increases to retirees and beneficiaries.

i. A joint federal-state program to provide those who have taught in two or more states, or in the Overseas Dependents School System, or other government schools, with benefits substantially the same as they would receive if they retired after a career in one state. Affiliates' support of state statutes compatible with the proposed federal Mobile Teachers Retirement Assistance Act or any program providing comparable portability coverage and Association assistance in preparing and promoting such legislation.

j. Full funding and equitable administration in the granting of teacher retirement credit for military service, or provision for purchasing up to five years of retirement credit for military service.

k. Nondiscrimination on the basis of sex or marital status.

l. Retirement credit for unused sick leave.

m. All compensation, including extra-duty pay, in computing retirement benefits.

n. Benefits not reduced by other sources of income, including Social Security benefits.

o. Preretirement counseling.

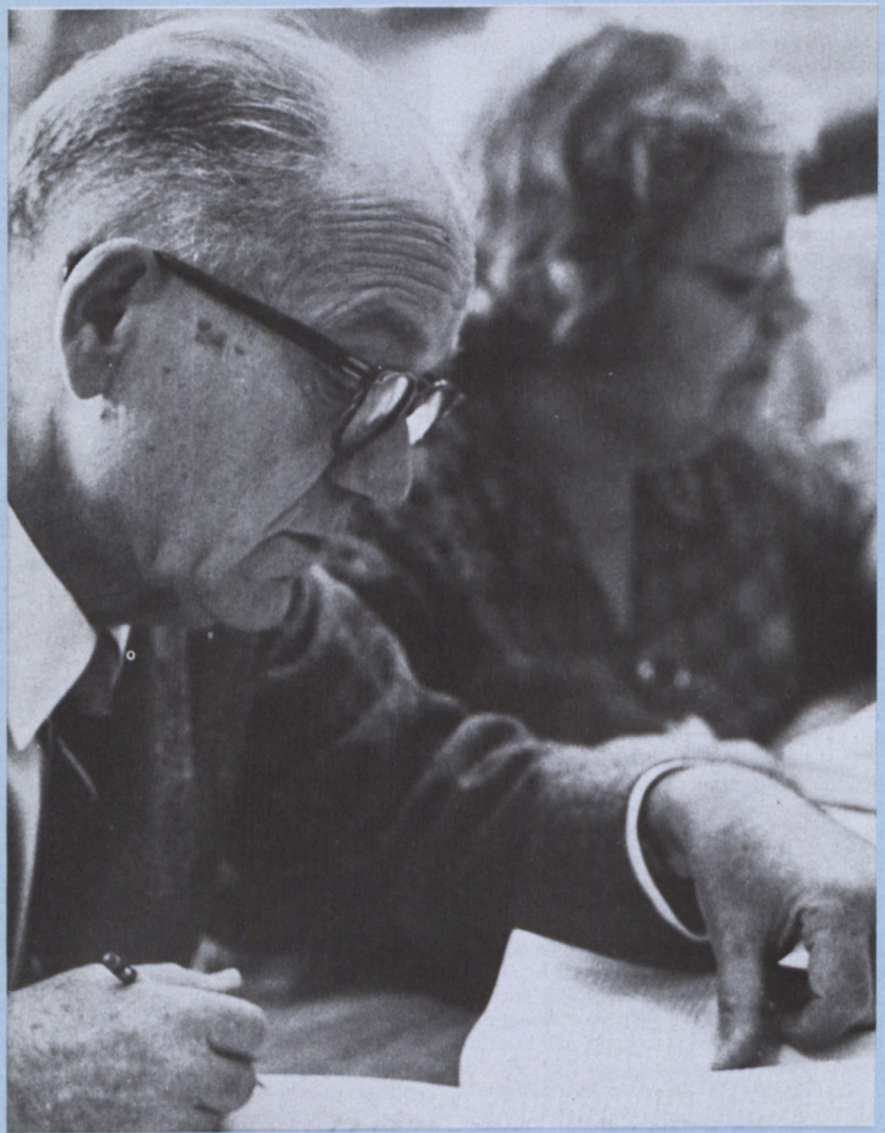
p. Retirement housing facilities for teachers.

q. Teachers' contributions and benefits that are not subject to federal income taxation.

r. Internal Revenue Service rules and regulations which are not discriminatory.

s. Annual financial statement distributed to all members.

t. Tax-sheltered annuity and deferred compensation plans with a broad choice of programs that would be available to all members. (69, 81)



E-11. Social Security

The National Education Association believes that Social Security should be available to eligible teachers where desired, but shall not be mandated. Contracts with Social Security should provide for supplementary plans rather than integrated or coordinated plans.

The Association also believes that teachers who are presently covered under Social Security should strive to remain in the program. It insists on a referendum that would require a majority of affirmative votes of those eligible to vote before a governmental agency files notice to withdraw from the program. If the employee organization votes against withdrawal, cooperative educational and legislative campaigns to forestall withdrawal should be organized and coordinated with other public employee groups. If the employees are withdrawn (with or without their affirmative vote), the Association believes that as soon as the withdrawal goes into effect the employees should begin to receive—as salary or other benefits of the employees' selection—the amounts previously expended to Social Security by the government agency (employer's and employees' share).

The Association urges the reform of Social Security laws to eliminate offset provisions that are discriminatory and discrimination based on sex, marital status, or time of retirement and to reduce the retirement age. No benefit promised or no benefit for which money has been collected should be withdrawn without adequate replacement.

The Association further believes that Social Security retirement and survivor bene-

fits should be based upon the Social Security program and Social Security taxes. Health and disability programs should be removed from the Social Security program and financed from general tax revenues. (77, 83)

E-12. Teachers in the Civil Service Retirement System

The National Education Association believes that the retirement program for teachers in the Bureau of Indian Affairs, Department of Defense Dependents Schools, and Department of Defense Section Six schools should remain in the Civil Service Retirement System and should not be merged with the Social Security system. (79, 80)

E-13. Nondiscriminatory Personnel Policies/Affirmative Action

The National Education Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, suspended, demoted, transferred, or retired because of race, color, national origin, religious beliefs, residence, physical disability, political activities, professional association activity, age, marital status, family relationship, sex, or sexual orientation.

The Association urges the development and implementation of affirmative action plans and procedures that will encourage employment of women in administrative positions, minorities at all levels, and men in the classroom at the elementary and preschool levels.

It may be necessary to give preference in the recruitment, hiring, retention, and promotion policies to certain racial groups or women or men to overcome past discrimination. (69, 81)

E-14. Written Personnel Policies and Procedures

The National Education Association insists that personnel policies and procedures be written and be developed cooperatively by local associations and their local boards of education or appropriate governing bodies. The Association further insists on a cooperative review for improvement of the personnel policies and procedures. Where it exists, improvements will be made through the negotiation process. (69, 79)

E-15. Continuing Employment and Fair Dismissal Practices

The National Education Association believes that federal and state laws must provide for the continuing employment of educators.

The Association also believes that laws and master contracts must afford educators adequate written notice of hearing, including charges; representation by legal counsel with the right to cross-examine witnesses and present evidence; and a decision rendered by an impartial decision-maker before demotion, dismissal, or nonrenewal of contract. Upon consolidation or separation of school districts, tenure, salary, and fringe benefits shall be no less favorable than any in effect prior to reorganization.

The Association opposes tenure quotas. (69, 78)

E-16. Privileged Communications

The National Education Association believes that communications between certificated personnel and students must be legally privileged. It urges its affiliates to aid in seeking legislation that provides this privilege and protects both educators and students. (74, 83)

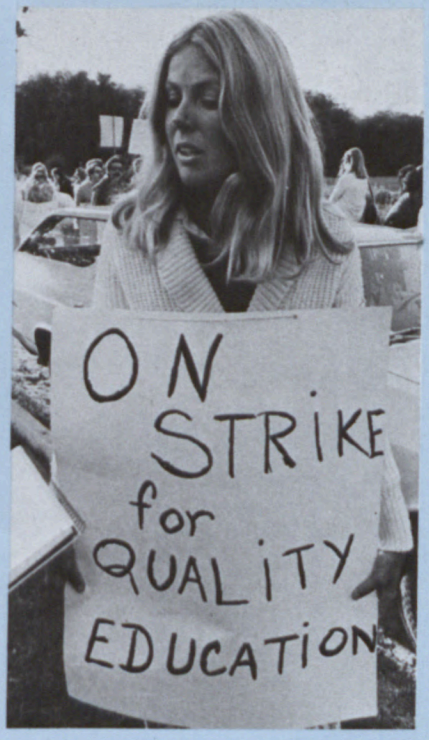
E-17. Strikes

The National Education Association denounces the practice of keeping schools open during a strike. It believes that when a picket line is established by the authorized bargaining unit, crossing it is strikebreaking. This unprofessional act jeopardizes the welfare of teachers and the educational process.

The Association also believes that the chances of reaching voluntary agreement in good faith are reduced when one party to the negotiation process possesses the power to use the courts unilaterally against the other party.

The Association recommends several procedures to be used in resolution of impasse, such as mediation, fact-finding, binding arbitration, political action, and strike, if conditions make it impossible for teachers to provide quality education. In the event of a strike by professional employees, extracurricular and cocurricular activities must cease. Appropriate teacher training institutions should be notified that a strike is being conducted and urged not to cooperate in emergency certification or placement practices that constitute strikebreaking.

The Association condemns the use of the *ex parte* injunction; the jailing of teachers; excessive bail; firing of teachers; fines; decertification of an organization as the bargaining agent; loss of association rights; and the revocation or suspension of tenure, certification, and retirement benefits in school work stoppages. The Association further condemns the denial of credits to students who have honored a teacher work stoppage. The Association urges the state and federal governments to enact, where they do not exist, statutes guaranteeing teachers due process of the law when a work stoppage occurs, including the right to present their case to the state or courts, before back-to-work orders are issued.



The Association urges all local and state affiliates to provide financial assistance to NEA affiliates engaged in a sanctioned strike. (69, 83)

E-18. Noninstructional Aides and Auxiliary Personnel

The National Education Association urges local school systems to provide classroom teachers with a supportive staff to free the teacher from nonteaching duties. The Association also urges its affiliates and local school systems to become involved in the selection, orientation, and training of noninstructional aides and auxiliary personnel. It further believes that appropriate continuing education programs for noninstructional staff must be provided by the school district.

The Association calls upon its local affiliates to resist efforts by school boards to use the employment of noninstructional aides and auxiliary personnel as an excuse to increase class size. It insists that noninstructional aides be used only for noninstructional assistance to the classroom teacher. (69, 83)

E-19. Differentiated Staffing

The National Education Association believes that no differentiated staffing plan should be undertaken or continued unless—

a. Local affiliates act in full partnership in the study of differentiated staffing and are accepted as full partners with their administrations in the consideration, design, authorization, implementation, evaluation, and continuation of any plan of differentiated staffing.

b. The responsibilities of certificated and noncertificated staff are defined by certificated staff.

c. The community is kept informed and its cooperation sought.

d. Funding is at a level to ensure the maintenance of constructive teaching loads and adherence to the Association's principles for professional salaries.

The Association is aware of the misuse of differentiated staffing plans and will assist its affiliates in correcting such abuse. (69, 79)

E-20. Access to Copyrighted Materials for Educational Use

The National Education Association believes that maximum access to copyrighted materials which relate to the curriculum is in the public interest. It recognizes that the copyright law as revised provides for two parallel sets of rights—the rights of those

who create to profit from their efforts and the rights of teachers to a limited use of those materials in teaching.

The Association insists that the public interest requires that the copyright law include an appropriate not-for-profit clause to guarantee to teachers and educational institutions use of copyrighted materials for nonprofit educational purposes. (69, 81)

E-21. Accountability and Assessment

The National Education Association recognizes that the term *accountability*, as applied to public education, is subject to varied interpretations. The Association maintains that educational excellence for each child is the objective of the education system. The Association believes that classroom teachers can be accountable only to the degree that they share responsibility in educational decisionmaking and to the degree that other parties who share this responsibility—legislators, other goverment officials, school boards, administrators, parents, students, and taxpayers—are also held accountable.

The Association believes that there should be no single or statewide accountability system. It will resist any attempt to transform assessment results into a national or state testing program that would seek to measure all students, teachers, or school systems by a single standard and thereby impose upon them a single program, rather than providing opportunities for multiple programs and objectives. The Association believes that specific behavioral objectives should not be used as course objectives, nor as a basis for determining accountability.

The Association opposes the unquestioned pursuit of behavioral objectives and insists upon—

a. A critical examination of the effects of use of behavioral objectives

b. The identification of areas where behavioral objectives are useful but not harmful

c. The acceptance of alternative statements of objectives

d. Recognition that evidence of learning is not always available upon request or demand

e. Recognition that performance criteria are not always uniformly or universally applicable to a given population. (71, 76)

E-22. Recording Devices in Schools

The National Education Association insists that the recording or electronic surveillance of the work of any educator without that person's permission must be prohibited. Any subsequent use of a recording or information obtained by electronic surveillance must have the educator's permission. (74, 79)

E-23. Education in the Bureau of Indian Affairs

The National Education Association supports the efforts of the National Council of Bureau of Indian Affairs Educators to achieve quality education for Indian children. The Association urges and will support a change in BIA policies to provide BIA teachers the rights accorded other educators. (71, 75)

E-24. Protection of School Personnel

The National Education Association and its affiliates shall work together to insist upon development and enforcement of laws that guarantee the safety of educators and other school personnel from physical attacks on their persons or property and that provide reimbursement for loss. In no event shall time lost due to injury caused by such physical attacks be deducted from the teacher's accumulated sick leave.

The Association will also develop guidelines for action leading to prevention of verbal abuse or harassment, including sexual harassment, of educators and other school personnel by any individuals. Educators must take the responsibility to call attention to such cases so that appropriate action may be taken.

The Association believes that when school personnel are the victims of physical attack, verbal abuse, sexual or other harassment, or theft, they should receive the full support of their employer in pursuing legal and other remedies.

The Association further believes that the local association must have the right to reflect the concerns of the profession at a student suspension or expulsion hearing.

The Association urges its affiliates to cooperate with juvenile court systems to secure strict enforcement of juvenile law in cases involving disturbances in the public schools. (70, 80)

E-25. Protection of Teacher Advocates

The National Education Association believes in the fundamental right of teachers and all school employees to organize in their own self-interest and to speak out in defense of teachers, other school employees, students, and parents without fear of reprisal.

The Association urges state and local affiliates to adopt specific guidelines for support of local leaders who face reprisals as a result of actions taken on behalf of the associations or their members.

The Association condemns those boards of education, administrators, and public officials who attempt to fire, demote, transfer, or give punitive assignment to school staff members for their leadership in school employee organizations or their forthrightness in questioning apparent violations of their terms of employment. Such actions are an affront to the dignity of all school employees and a desecration of the principles of a democratic education system.

The Association also believes that school administrators, boards of education, and other public officials should respect the dignity of school personnel and reaffirm the rights of citizens to organize through representatives of their own choosing as well as their rights to exercise all other

constitutional guarantees.

The Association insists that local governing boards and administrators respect the right of Association members to use school property, such as teacher message boxes and meeting rooms, for communication without censorship, prior restraint, or other interference.

The Association shall pursue every recourse to achieve redress of wrongs done to school employees and work for guarantees assuring school employees that reasonable pursuit of their representational responsibilities will cause them neither intimidation, harassment, nor loss of employment. (76, 81)

E-26. Employment in Overseas Dependents Schools

The National Education Association believes that the Overseas Dependents Schools operated by the U.S. Department of Defense should adopt employment practices consistent with federal legislation and with the Association's established policies.

The Association believes that all teachers should share equal responsibilities and that equal rights, benefits, and entitlements should be accorded to all teachers who are employed overseas. (71, 77)

E-27. Unemployment Compensation

The National Education Association supports the inclusion of educators in unemployment compensation legislation at the state and federal levels. (72)

E-28. Substitute Teachers

The National Education Association recognizes the important role of the substitute teacher. It encourages both the education community and the public to recognize the singular and specific function that the substitute teacher performs in the maintenance and continuity of daily education. The Association believes substitute teachers must meet the same standards as any other certificated teacher within the state. It further recognizes that certificated substitute teachers are professional educators, and urges state and local affiliates to promote collective bargaining responsibilities and rights for substitute teachers.

The Association condemns the practice of assigning substitute teachers to regular positions for an extended duration of time. Positions created by extended absence should be filled by available certificated teachers who are eligible to be placed on contractual status by the school district. The Association condemns the use of certificated teachers to substitute for personnel on extended leave, without providing full pay plus basic and fringe benefits for the substituting teacher. (75, 83)

E-29. Summer School, Extended School Year, and Year-Round Schools

The National Education Association believes that local affiliates must participate fully in the design, authorization, implementation, evaluation, and continuation of summer school, the extended school year, and year-round schools. Policies governing summer school, the extended school year, and year-round schools must take into consideration the impact on the community and be in accordance with the Association's principles for professional salaries and class size. Employment in these programs must be on a voluntary basis. (75, 81)

E-30. Underutilization of Teachers

The National Education Association condemns the underutilization of teachers in the nation's schools, which has resulted in unemployment among professional educators at a time when the need for intensifying public education and reeducation has reached crisis proportions. (75)

E-31. Reduction in Force

The National Education Association believes that one of its basic responsibilities is job security and urges its affiliates to support legislation and/or to negotiate in master contracts criteria to be utilized should reduction in force (RIF) occur. Criteria should include seniority, objectivity, nondiscrimination, uniformity of application, and affirmative action. Should RIF become necessary, the number of administrators shall be reduced at least in proportion to the number of teachers being reduced. Contracts should establish recall procedures in which staff would be recalled in the reverse order in which they were laid off. Neighboring districts are encouraged to establish jointly such procedures on a regional basis that would provide priority hiring of laid-off teachers.

The Association urges local affiliates to negotiate RIF policies that exclude performance evaluation from consideration in the reduction-in-force process.

The Association urges local affiliates to work cooperatively with local governing boards and community leaders to assist in rehiring, relocating, and/or providing alternative career training for laid-off teachers.

The Association condemns the improper use of RIF to eliminate complete areas from comprehensive educational and pupil personnel programs.

It must be recognized that reduction of supportive staff and special staff and nonreplacement of retiring and other resigning teachers are both forms of reduction in force. (75, 81)

E-32. Right to Privacy

The National Education Association believes that employees should be guaranteed rights of privacy equivalent to those afforded students and parents under federal legislation. These rights must include—

a. The right of access to materials in personnel files, which includes being provided a list of all records maintained by an educational institution; being able to inspect and review such records; obtaining copies of records, explanations, and interpretations of such records, and a record of past accesses

b. The right of access to records, to respond to any record, and to challenge records through formal or informal hearings

c. The right to provide or withhold consent on the release of such records, including the right to receive copies of released materials and to purge inaccurate, misleading, and distorted materials

d. The right to notification and enforcement of these rights by educational institutions

e. The right to be guaranteed the existence of only one personnel file per employee. (75, 83)

E-33. Educators and National Service

The National Education Association believes that an educator whose career is interrupted because he/she is called to active service by the National Guard or the reserves, or who fulfills a statutory military obligation, should be guaranteed reemployment and other benefits that would accrue if the educator continued in a position with the school system, such as continued tenure, salary increments, and service credit toward retirement. (75)

E-34. Protection of Retirement System Assets and Earned Benefits

The National Education Association believes that retirement system assets can be invested in all types of investments. Equal consideration should be given to probable income and probable safety of the capital. All retirement benefits earned by teachers should under the law be payable to such teachers. Every effort should be made to maintain or improve existing retirement benefits. No person participating in a retirement system should be forced to accept any reduction in benefits below those in force at any time during the period of membership. The retirement benefits are earned and, therefore, inviolate.

The Association is aware of incursions on retirement system assets by state and municipal governments. Such incursions involve either a misuse of assets or the failure to appropriate required funds to the system. Both practices result in increasing accrued liabilities, which reduces the financial soundness of the system and jeopardizes the security of teacher retirement benefits. The Association believes that these incursions on retirement systems can best be prevented by the passage of preventive federal and/or state legislation.

The Association also believes that a retirement system should be exempt from federal regulations when its plan is in compliance with minimal standards prescribed by federal, state, and local statutes. (76, 82)

E-35. Save Harmless/Teacher Liability

The National Education Association believes that whenever any civil action has been or shall be brought against any person holding any office, position, or employment under the jurisdiction of any board of education, including student teaching, for any act or omission arising out of and in the course of the performance of the duties of such office, position, employment, or student teaching, the board shall defray all costs of defending such action, including

reasonable counsel fees and expenses, together with costs of appeal, if any, and shall save harmless and protect such person from any financial loss resulting therefrom; and said board may arrange for and maintain appropriate insurance to cover all such damages, losses, and expenses.

The Association also believes that should any criminal action be instituted against any such person for any such act or omission and should such proceeding be dismissed or result in a final disposition in favor of such person, the board of education shall reimburse that person for the cost of defending such proceeding, including reasonable counsel fees and expenses of the original hearing or trial and all appeals. (76, 79)

E-36. Misuse of Part-Time Faculty

The National Education Association believes that part-time faculty should be employed only when an educational program requires specialized training or expertise not available in the full-time faculty and when the need for such training and expertise does not justify more than half-time employment. Part-time faculty should receive the same salary and fringe benefits as full-time faculty prorated according to the work load. The Association also believes that part-time faculty should not be employed for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time faculty positions. (76)

E-37. Noninstructional Support Staff

The National Education Association believes that greater emphasis must be placed upon securing and maintaining the most capable noninstructional support staff, such as secretaries, clerks, custodians, cafeteria workers, and playground supervisors. The Association recognizes that the noninstructional staff share the same community of interest with the professional staff. The Association urges that salaries and benefits for the noninstructional staff be competitive with those for similar positions in private industry and business within the geographic area. (77)

E-38. Health Examinations

The National Education Association opposes the imposition of physical and mental examinations by local school authorities for the purpose of harassment of educators.

The Association urges its local affiliates to develop, in cooperation with the local school authorities, guidelines to determine under what circumstances a physical or mental examination of certificated personnel might be deemed necessary.

The Association believes that (a) the costs of any required physical or mental diagnostic procedure should be incurred by the federal, state, or local agency that requires such procedure and (b) the educator should be guaranteed the right to select his or her own physician. (77, 80)

E-39. Medication in Schools

The National Education Association urges its affiliates to establish procedures for students who must use prescribed medication or who need other medical services during school hours. Procedures should provide that—

a. Only medical personnel be required to administer such medication or perform such services

b. A physician's written verification of the student's need for medication or services be required

c. Written permission of the parent or guardian be required

d. The initial dosage of medication shall not be given in the school except in life-threatening situations. *Initial dosage* is the first dosage administered from the prescription

e. Each medication given must be recorded on a medication log, which includes date, time, and signature of the person giving the medication, and the initials of the witnesses

f. Medication be delivered in and dispensed from a container properly labeled with the name and strength of medication, name of patient, name of physician, the date of the original prescription, and directions for use

g. Proper storage of the medication be available.

The Association also urges its affiliates to work for legislation that will protect school personnel from all liability when the adopted procedure is followed and if school personnel refuse to administer medication under any other circumstances. (77, 83)

E-40. Transportation Liability Insurance

The National Education Association urges its affiliates to seek the enactment of state and local legislation that would require local school systems to provide and to incur the expense of transportation liability insurance for teachers who are requested or required to transport students by private vehicle for any school-related function. (78)

E-41. Wage Controls

The National Education Association deplores the rampant inflation which has eroded the living standards of Americans. Public employees, in general, and teachers, in particular, have been especially victimized by inflation.

The Association is opposed to the imposition of any wage controls which freeze public employees in an inferior economic position, the elimination of programs that guarantee social and economic justice for the American people, and any anti-inflation program that increases unemployment. (79, 83)

E-42. Stress on Teachers and Other School Personnel

The National Education Association believes that the dynamics of our society and increased public demands on education have produced adverse and stressful classroom and school conditions. These conditions have led to increased emotional and physical disabilities among teachers and other school personnel.

The Association urges its local affiliates, in cooperation with local school authorities, to develop stress management programs that will facilitate the recognition, prevention, and treatment of stress-related problems.

The Association further urges that the harmful effects of stress on teachers and other school personnel be recognized, and it demands procedures that will ensure confidentiality and treatment without personal jeopardy. (79)

E-43. Job Sharing

The National Education Association supports the concept of voluntary job sharing as a means of providing a flexible employment opportunity to help meet the varying needs of teachers. The Association believes there must be fair and equitable distribution of work between both job sharers in terms of the total number of hours of work and the work load.

The Association further asserts that job sharing conditions of work must be subject to collective bargaining and that they require the following minimum conditions for successful implementation:

a. Prorated application of the salary schedule with full recognition of years of experience

b. An equitable share of all fringe benefits

c. An agency shop provision

d. The right to revert to full-time status. (81, 82)

F. SECURE PROFESSIONAL AUTONOMY

F-1. Professional Autonomy

The National Education Association believes the profession must govern itself. The Association also believes that each state should have a professional standards board, with a majority of K-12 public school classroom teachers. Professional standards boards should have the legal responsibility for determining policy and procedures for teacher certification, approval of teacher certification, approval of teacher preparation programs, recognition of national accreditation of preparation programs, and programs designed to improve teacher education. (69, 75)

F-2. Accreditation of Teacher Preparation Institutions

The National Education Association believes in the importance of national accreditation for all teacher preparation institutions and supports the concept that a single national nongovernmental agency perform this function.

The national agency must be broadly representative of the teaching profession and the preprofession and must include students preparing to teach and equitable representation of K-12 teachers in all matters of policy and function. (69, 80)

G. UNITE EDUCATORS FOR EFFECTIVE CITIZENSHIP

G-1. The Educator as a Citizen

The National Education Association believes that every educator has the right and obligation to be an informed and politically active citizen. It further believes that, as private citizens, educators have the right to express their personal viewpoints in public without fear of censorship or intimidation. It supports voter education to alert new voters to voting laws and procedures and key political issues. It urges local affiliates to seek written governing board policies to guarantee educators their political rights, including registering and voting, participating in party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office. It also believes that local government units should be prevented from restricting the right of teachers to run for any elective office. Provisions should be made to enable educators to serve in public office without curtailment of annual increments, tenure, retirement, or seniority rights, or to carry out jury duty without personal financial loss.

Major decisions affecting schools and colleges are made by elected officials or their appointees. Therefore, the Association believes that it is the duty and responsibility of educators to involve themselves in the selection, election, and reelection of qualified, committed candidates who support goals that will provide quality education.

The Association believes that it is the duty and responsibility of all involved in education to work for the recruitment, election, and reelection of proven friends of public education to public office. Therefore, the Association urges its members to become politically involved and to support the political action committees of the Association and its affiliates. (69, 82)

G-2. U.S. Constitutional Convention

The National Education Association believes that the U.S. Constitution safeguards freedoms fundamental to our society. The Association is opposed to the convening of a Constitutional Convention which opens the U.S. Constitution to the possibility of total revision. The Association urges that all proposed changes to the U.S. Constitution be directed through the congressional proposal and state ratification process as has been previously used. (82)

G-3. The Right To Know

The National Education Association recognizes that the survival of a constitutional representative democracy is inherently dependent upon an informed electorate. Open meeting and public disclosure laws are essential to permit the monitoring of governmental actions.

The Association therefore commits itself to protect the right of its members, both as voters and as educators of future voters, to be informed by their government to the fullest extent on all domestic and foreign policy, duly observing obvious national security interests. (72)

G-4. The Right To Vote

The National Education Association recognizes the right to vote as a constitutional right which should be guaranteed to all people. The Association therefore urges support for the continued maintenance of the provisions of the Voting Rights Act of 1965. (81, 82)

G-5. One-Person—One-Vote

The National Education Association believes that the principle of one-person—one-vote must apply at all levels of government, including the election of the President of the United States.

The Association urges its affiliates to promote the ratification of the amendment to the U.S. Constitution that would provide for full representation of the District of Columbia in the Congress of the United States.

The Association affirms that the District of Columbia should enjoy the full privileges of home rule. It further believes that the concept of fiscal autonomy is consistent with this position and that the federal payment to the District of Columbia should be based on an established formula. (69, 80)

H. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS

H-1. Human Relations in the School

The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in schools, the Association calls for—

a. School recruitment policies that will ensure culturally diverse certificated and support staffs.

b. Appropriate classroom and other student-related activities.

c. The development of ways to improve police-community and student-police relations through the joint efforts of school, community, and law enforcement agencies.

d. The reduction of the ratio of students to certificated staff. This reduction should be to the level teachers determine to be essential to improved learning.

e. The further development of continuing education programs to educate school and community personnel.

f. The training of police in behavioral sciences, sociology, and human relations. (72, 80)

H-2. Integration in the Public Schools

The National Education Association believes it is imperative that full integration of the nation's schools be effected.

The Association recognizes that acceptable integration plans will include affirmative action programs and a variety of devices such as geographic realignment, pairing of schools, grade pairing, satellite, and magnet schools. Some arrangements may require busing of students in order to comply with established guidelines adhering to the letter and spirit of the law.

The Association urges its affiliates to encourage school boards to seriously study and consider the negative impact on minority students when schools located in minority neighborhoods are targeted for closing.

The Association will assist its affiliates to assure that educators, parents, and students are involved in the development of plans designed to achieve integration. It urges state and federal agencies to provide funds necessary to implement integration programs, including funds for student transportation. The Association also urges participation in citizen advisory committees consisting of teachers designated by the local education association; parents; and representatives of community organizations, business, clergy, and media, which reflect the ethnic makeup of the community in developing, implementing, and evaluating student desegregation plans.

The Association opposes any attempts to delay or impede implementation of desegregation orders.

The Association will continue to oppose vigorously the systematic displacement or demotion of minority, especially Black, teachers and administrators to achieve integration. It also opposes actions of boards of education to finance integration plans through reduction of school staff. In addition, the Association will oppose the capricious reassignment and displacement of Chicano-Hispano teachers and administrators because of desegregation and bilingual programs. (69, 83)

H-3. Institutional Discrimination

The National Education Association shall not participate in programs sponsored by any organization and/or its auxiliary that deny membership to certain segments of our society on the basis of race, creed, sex, or ethnic background when such denials are not related to the stated purposes of the organization, nor shall the Association utilize the facilities of such organizations.

The Association urges its affiliates and members not presently holding member-

ship in such organizations to discontinue any involvement with such organizations, and urges that its members not participate in, provide programs to, or join organizations utilizing exclusionary membership.

The Association further urges its members now holding membership in such organizations to work actively from within for the total elimination of such exclusionary clauses and to encourage their students to assess their relationship to such organizations. (74, 79)

H-4. Minority Educators

The National Education Association believes that multiracial teaching staffs are essential to the operation of nonsegregated schools. The Association deplores the current trend of diminishing numbers of minority educators.

The Association urges local and state affiliates and appropriate governing bodies and agencies to work to increase the number of minority teachers and administrators to a percentage at least equal to, but not limited to, the percentage of the minority in the general population. The Association further urges the U.S. Department of Defense schools to take positive steps to recruit minority educators effectively. (79, 81)

H-5. Black Higher Education Institutions

The National Education Association recognizes that historically Black institutions of higher education have played a vital role in helping Americans in their efforts toward building a truly pluralistic society.

The Association urges its affiliates to be in the forefront of all efforts that seek to support, maintain, and promote these invaluable institutions, their programs, and their full participation in the mainstream of education. (80)

H-6. Sectarian Practices in the School Program

The National Education Association believes that the constitutional provisions on the establishment of and the free exercise of religion in the First Amendment require that there be no sectarian practices in the public school program.

The Association opposes the imposition of sectarian practices in the public school program and urges its affiliates to do the same. (78, 79)

H-7. Extremist Groups

The National Education Association is concerned about the emergence and resurgence of extremist groups.

The Association strongly believes that our nation's children must be educated to understand and respect cultural, ethnic, religious, and other individual differences; the rights of others; and the importance of these to a healthy pluralistic democracy.

The Association condemns the philosophy and practices of extremist groups and their efforts to recruit young people in our schools, and it urges all its affiliates and members to oppose actively all such movements whose objectives are inimical to the ideals of the Association. (80)

H-8. The Holocaust

The National Education Association believes that a way to prevent events which have caused great human misery, such as the Holocaust, is to teach all children about the Holocaust not only as an historical event but also as a means of providing insight into how inhumanity of this magnitude develops. The Association further believes that the Holocaust must be taught so that never again can doubt of its occurrence be raised and never again can like action occur. (81)

H-9. Athletic Programs

The National Education Association believes that at all educational levels female and male students must have equal opportunity to participate in athletic programs.

The Association urges that athletic funds for facilities, equipment, and remuneration of staff must be equally allocated between female and male programs. (74)

H-10. Testing

The National Education Association is committed to excellence in the evaluation of student interests, aspirations, and performance during their school experience. The Association recognizes the need for periodic comprehensive testing for evaluation and diagnosis of student progress.

The Association believes the major purposes of such evaluations should be to—

a. Help students choose more wisely among options

b. Assist students in identifying their own strengths and weaknesses

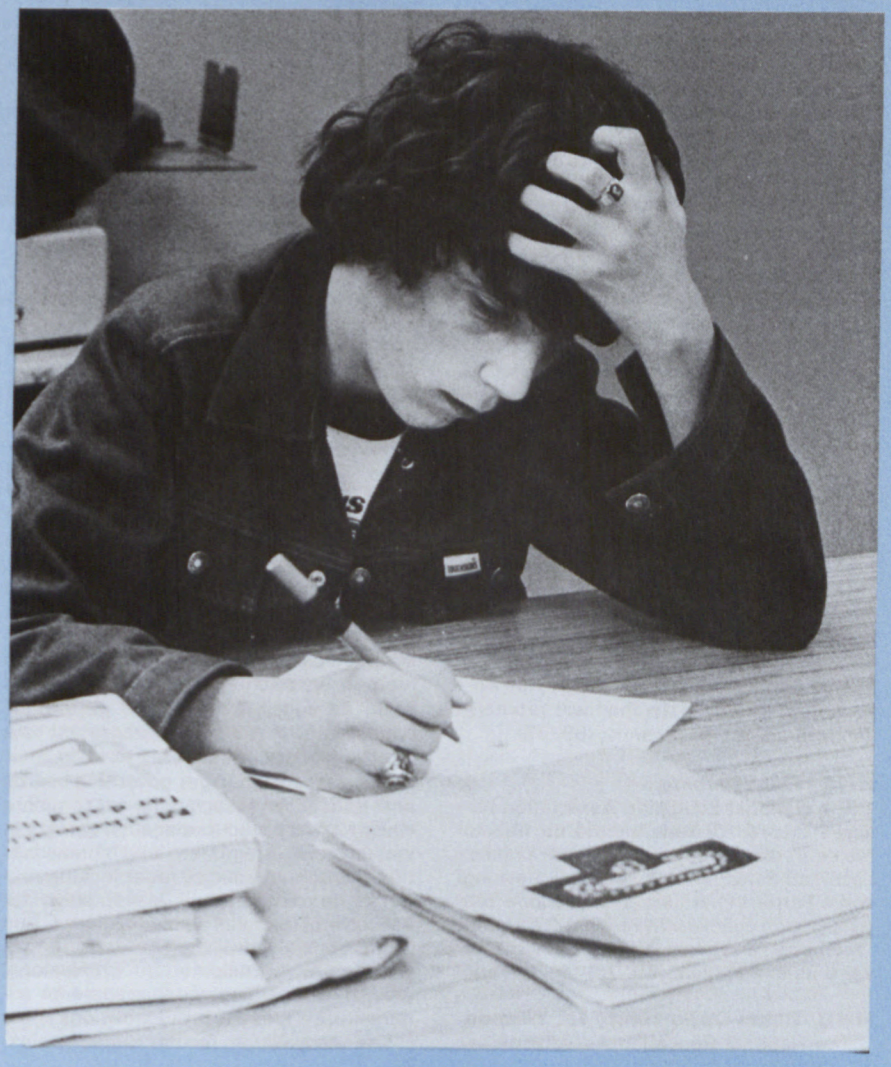
c. Encourage development of lifelong learning skills

d. Provide ongoing diagnosis of student learning progress

e. Identify appropriate learning experiences for students.

The Association further believes that test results are most reliable and useful when the tests are developed, administered, and interpreted by trained personnel and when the test information is received in time to facilitate instructional program modification.

The Association strongly supports the truth-in-testing movement and recognizes it as an important step for bringing about long-needed test reform. Therefore, it urges all state affiliates to strive for passage of truth-in-testing legislation that includes a provision for each individual test taker to receive a post-test copy of all test questions, scores, and rationale for correct answers. (83)



H-11. Civil Rights

The National Education Association is committed to the achievement of a totally integrated society and calls upon Americans to eliminate by statute and practice barriers of race, color, national origin, religion, sex, sexual orientation, age, handicap, marital status, and economic status that prevent some individuals, adult or juvenile, from exercising rights that are enjoyed by others, including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgement of human and civil rights. Individuals, adult or juvenile, must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society. (69, 83)

H-12. Japanese and Aleut Internment during World War II

The National Education Association recognizes that restrictive and/or punitive action based on race or national origin is a violation of the Fourteenth Amendment to the Constitution of the United States and repugnant to the American ideals of life, liberty, and property.

The Association therefore supports the concept of reparations for Americans of Japanese and Aleut descent and Japanese alien residents who were denied their fundamental rights through detention and/or internment during World War II. (83)

H-13. Internment/Containment Policies

The National Education Association believes that the practice of internment/containment of racially identifiable segments of our newly immigrated and current populations must be stopped. (82)

H-14. Martin Luther King Day

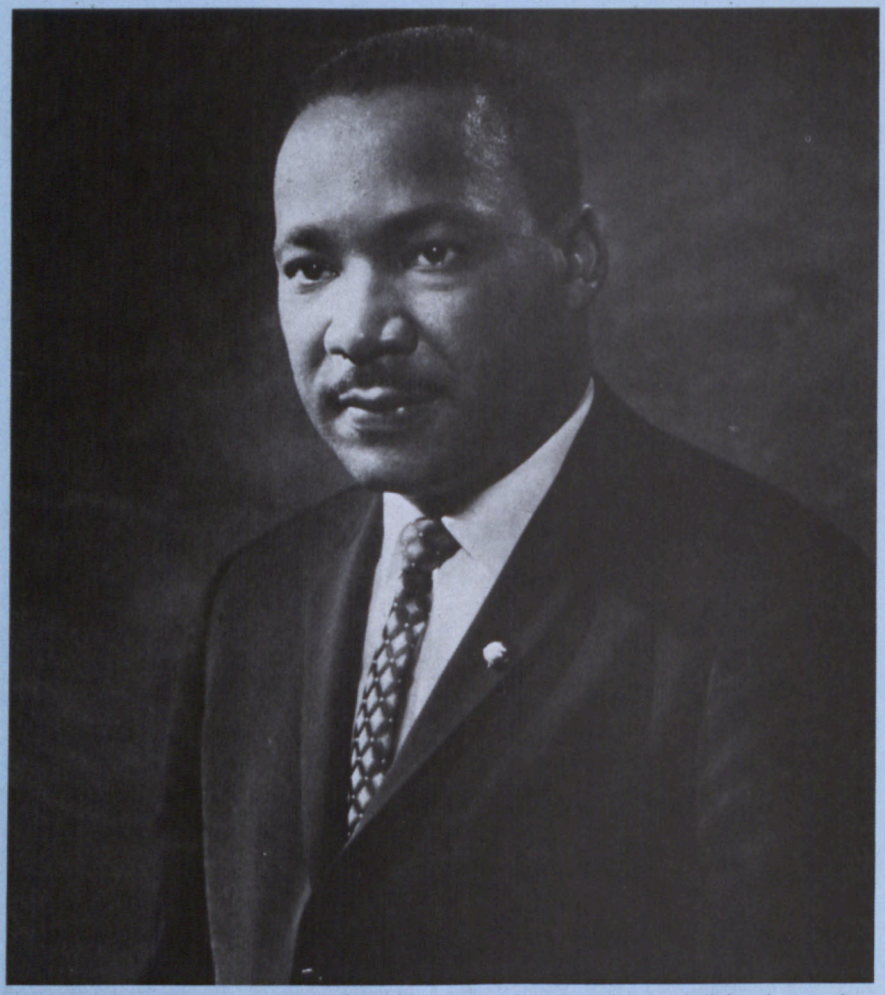
The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations urge their governors to proclaim January 15 as "Martin Luther King, Jr., Day." The Association calls upon the President of the United States to proclaim January 15 a national holiday. The Association encourages its affiliates and all school systems to plan observances of this date that will promote goodwill among all persons. (69, 75)

H-15. Fair Housing

The National Education Association believes that all citizens should be free to reside in the communities of their choice. Local affiliates should lead in breaking down barriers that limit this freedom. The Association opposes the lending practice of "redlining" and urges affiliates to work toward its elimination. (69, 76)

H-16. Equal Opportunity for Women

The National Education Association insists that all persons, regardless of sex, be given equal opportunity for employment; promotion; compensation, including equal pay for comparable worth; and leadership in all activities.



The Association supports the proposed Equal Rights Amendment to the U.S. Constitution, which guarantees that equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex. The Association urges its affiliates to support ratification of such an amendment. It also supports the enactment and full funding of the Women's Educational Equity Act.

The Association believes that the Equal Employment Opportunity Commission must have "cease and desist" authority to act in all cases of discrimination based on race, creed, color, age, national origin, and sex, and supports the EEOC guidelines, which state that sexual harassment is a form of sex discrimination.

The Association urges governing boards and education associations to eliminate discriminatory practices against women in employment, promotion, and compensation. Personnel policies must include maternity leave, paternity leave, leave for adoption of a child, child-care leave, and professional leave, which encourages women to participate in professional growth experiences and to prepare for administrative and executive positions.

The Association further urges professional associations at all levels to adopt policies that ensure women equal access to elective, appointive, and staff positions.

The Association urges the establishment of Women's Education Committees in local and state associations as a vehicle for implementation of equal opportunity for women.

The Association believes that sexism and sex discrimination must be eliminated from the curriculum.

The Association endorses the use of nonsexist language.

The Association supports the right of reproductive freedom for all women. The Association urges all branches of government to give high priority to making available all methods of family planning to women and men unable to take advantage of private facilities. (69, 83)

H-17. Child Support Payments

The National Education Association encourages efforts on the part of local, state, and federal agencies to establish adequate child support guidelines and to upgrade the effectiveness of the courts in collecting designated child support. (83)

H-18. Protection from Sexual Assault

The National Education Association supports efforts that will prevent and protect members of our society from becoming victims of sexual assault. Further, when such

assault occurs, the Association supports fair and equitable treatment by health, hospital, and law enforcement agencies for sexual assault victims. The Association believes that it is a violation of the victim's right to privacy to have his/her past sexual history admitted as evidence in assault cases. Further, the Association recognizes the importance of and urges the rehabilitation of the assailant, and the protection of due process rights for both the victim and the assailant. (81, 82)

H-19. Federal Support for Public Welfare

The National Education Association believes that the conditions which increase reliance on public welfare must be alleviated. It also believes that the costs and operation of public welfare should be assumed by the federal government and be based on standards of human dignity. (71, 79)

H-20. Abuse of the Elderly

The National Education Association urges that attention be brought to the plight of the elderly and retired who suffer physical, mental, and economic abuse.

The Association condemns those policies and practices tolerated at the state and federal levels that result in poor medical care; physical, mental, and economic abuse; excessive pharmaceutical charges; inadequate dietary programs; deteriorating living quarters; and untrained staff for patients and residents of nursing and retirement homes.

The Association also supports legislation and consumer education to eliminate the use of unethical techniques, scare tactics, and misrepresentation to divest the retired and elderly of their financial resources.

The Association urges it affiliates to join in political action to bring about legislative and administrative reform at the state and national levels. (78, 83)

H-21. Vietnam Veterans

The National Education Association believes that many Vietnam veterans are suffering physical, social, and psychological problems because of their involvement in an unpopular and highly technological war, the full effects of which are still not known. Therefore, the Association urges that federal and state legislation be enacted to increase benefits and programs, including retirement benefits, for these veterans to meet their needs now and in the future. (81, 83)

H-22. Invasion of Privacy

The National Education Association is alarmed at the increasing surveillance of individual citizens by private and governmental agencies and school authorities. The cross-filing and interchange by private and governmental agencies of computerized information includes prejudicial reports on citizens, including students and teachers, descriptions and geographic locations of individuals who petition for redress of grievances, and of those who are involved in civil rights activities.

The Association is opposed to such practices on the part of governmental and private agencies. It is committed to effect the immediate cessation of such surveillance and elimination of information obtained thereby.

The Association recognizes that federal and state guarantees are necessary to protect individuals' privacy of information on credit and medical histories without explicit release from the persons involved. (70, 83)

H-23. Voting Requirements

The National Education Association urges its affiliates to seek legislation that will provide simplified absentee voting provisions for all elections and uniform registration requirements without restrictive residency provisions. (71, 74)

H-24. Highway Safety

The National Education Association believes that students and their families should be protected from death and injury which result from the operation of motor vehicles by intoxicated drivers, that is, drivers under the influence of alcohol, drugs, or other mind-altering substances. To this end, the Association urges its members and affiliates to—

a. Support enactment and enforcement of effective and equitable legislation regulating driving while intoxicated

b. Advocate appropriate educational experiences for students regarding the effects of driving while intoxicated

c. Support recognized community and school groups in their efforts to reduce death and injury from accidents by intoxicated drivers. (82)

H-25. Gun Control

The National Education Association believes that stricter gun control legislation is needed.

The Association believes that significant penalties should be enacted and strenuously enforced for criminal actions involving guns and for those who profit from the illegal sale and distribution of guns.

The Association supports legislation that provides for prescriptive controls on the manufacture, distribution, and sale of handguns, with particular efforts to eliminate easily obtained, low-cost handguns —commonly described as Saturday Night Specials. (82)

H-26. World Peace

The National Education Association recognizes the interdependence of all peoples and urges that the United States make every effort to strengthen the United Nations to make it a more effective instrument for world peace.

The Association supports the 1948 United Nations resolution relating to genocide and promotes the rights of all people by exposing the horrors of war, racism, and genocide.

The Association urges its affiliates and members to implement its commitment to world peace founded on genuine respect for and understanding of individual and cultural diversity, and to develop programs, including the study of additional languages, which promote the ideals of peace, freedom, and human dignity.

In addition, the Association supports the concept of a U.S. Academy of Peace. The Academy would provide programs, training, and research data in developing peacemaking and conflict resolution skills, and would conduct and provide for the publication and dissemination of information in this field.

The Association believes the methods of peace are superior to the methods of war and, in this nuclear age, are basic to the survival of civilization.

The Association urges that the nations of the world, through cooperative talks, develop treaties and disarmament agreements that reduce the danger of nuclear and conventional wars and free resources for important domestic problems. (73, 82)

H-27. Nuclear Freeze

The National Education Association believes that peoples of the world—in their concern for the survival of the planet and humankind—are evolving toward greater and greater collective consciousness and unity in their recognition that nuclear war is the common enemy of all nations and peoples and is not survivable.

The Association calls for a halt to the arms race in order to create a world without nuclear weapons. As a critical first step toward lessening the risk of nuclear war and reducing nuclear arsenals, the Association urges the United States and all other nations to adopt a freeze on the testing, development, production, emplacement, and deployment of nuclear weapons and all systems designed to deliver nuclear weapons. (82)

H-28. Teaching About Nuclear War

The National Education Association believes that specific materials need to be developed for use in school classrooms in order to attain goals that focus on the establishment of peace and the understanding of nuclear proliferation.

The Association urges its affiliates to work with other organizations to develop age-appropriate materials for all levels. These materials should show the effects of nuclear weaponry and demonstrate strategies for disarmament and appropriate methods to be used to influence national policy to achieve peace.

The Association believes that the United States and the world need to take a stand for peace. The development of educational programs is a first step in that direction. (82)

H-29. Human Rights

The National Education Association believes that the governments of all nations must respect and protect the basic human and civil rights of every individual. The Association deplores the use of any action that limits or prohibits the free and responsible exercise of these rights. It calls on the world community of educators to lead in the effort to prevent any encroachment on basic civil and human rights, and urges the U.S. government to withhold any and all forms of military aid to governments that

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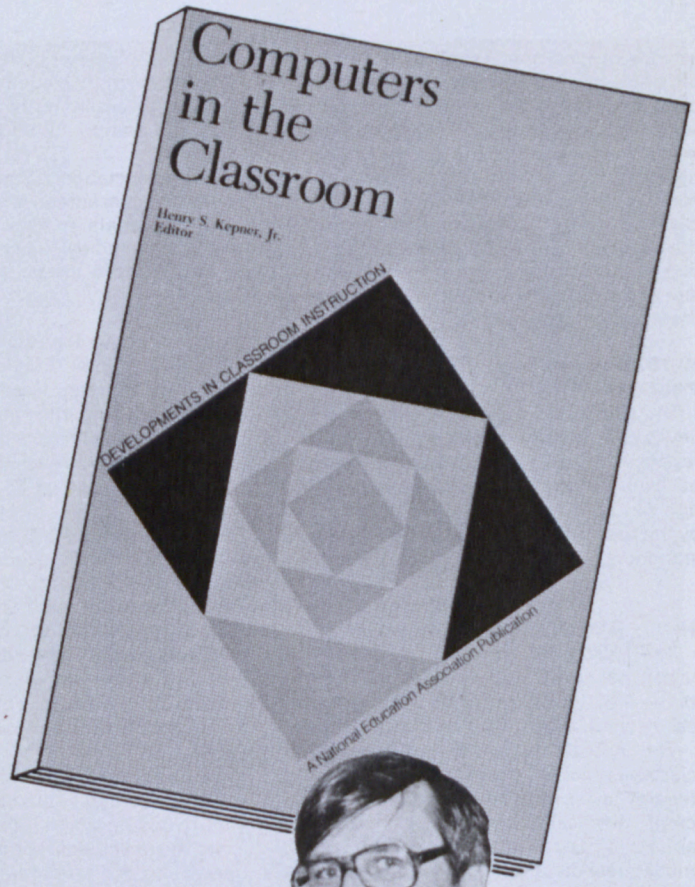

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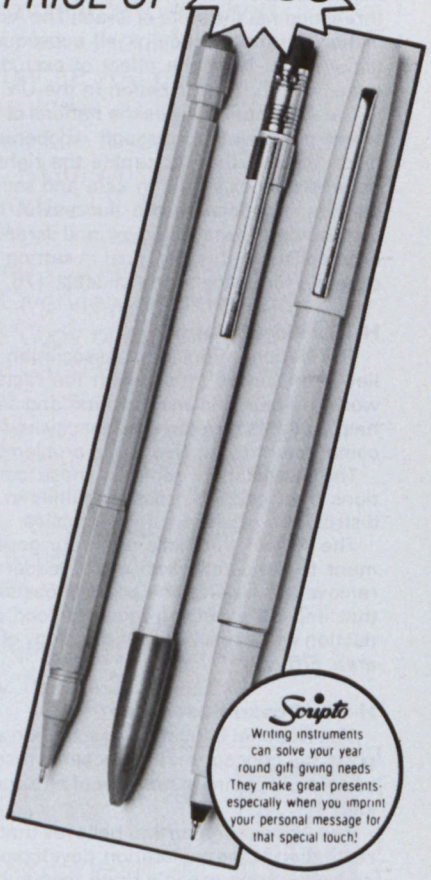

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violate these rights.

The Association deplores the taking of human life in the name of political statement and stands opposed to terrorism, piracy, or any like act that endangers human life. (77, 81)

H-30. Elimination of Racial, Ethnic, and Religious Discrimination

The National Education Association is committed to the elimination of racial, ethnic, and religious discrimination in all its forms. The Association therefore deplores the UN General Assembly action declaring Zionism a form of "racism and racial discrimination," thereby making a direct threat against the state of Israel. The Association further condemns all subsequent actions that have the effect of excluding Israel from full participation in the UN.

The Association urges the nations of the world to develop, through cooperative talks, treaties that guarantee the right of nations to coexist within safe and secure borders. It applauds the successful and continuing efforts of Egypt and Israel in accomplishing this vital goal in setting the example for peace in the Mideast. (76, 81)

H-31. World Hunger

The National Education Association believes educators must teach the facts of world hunger and malnutrition and must help students develop the capacity and the commitment to resolve these problems.

The Association deplores those conditions that result in gross inequities in the distribution of present food supplies.

The Association calls upon our government to cooperate with world leaders to remove the natural and political obstacles that impede efforts to increase food production while respecting the ecology of the area. (75, 79)

H-32. Ocean Resources

The National Education Association supports the concept that the ocean's resources are the common heritage of all humankind.

The Association further believes that the regulation of the exploration, development, and use of the ocean's finite resources is essential. (82).

H-33. Solidarity

The National Education Association supports the aspirations of the people of Poland to achieve an improvement of their living conditions through their own free and independent union, Solidarity. (82)

I. OBTAIN FOR ITS MEMBERS THE BENEFITS OF AN INDEPENDENT, UNITED TEACHING PROFESSION

I-1. Universal Teacher Rights

The National Education Association supports the efforts of all associations of educators in the world to secure basic rights for their members.

The Association condemns all governments for their roles in any acts of injustice against their teachers and organizations and, thus, the children of those countries.

The Association stands ready to help all associations of educators to obtain their basic rights as listed in the NEA resolutions. (81)

I-2. Education in El Salvador

The National Education Association supports the efforts of the National Association of Salvadoran Educators (ANDES) to secure basic democratic rights for its members—especially the right to organize, to bargain collectively, to strike and, above all, to teach without fear for their own physical security and moral integrity.

The Association condemns the government of El Salvador for its role in the assassinations and other acts of violence and injustice against the people of El Salvador, especially its teachers and their organization and the children of that country. (81)

I-3. Education in Guatemala

The National Education Association supports the teachers and students of Guatemala in their pursuit of academic freedom and quality education. The Association urges the federal government to deny all military and economic aid to Guatemala. (81)

I-4. U.S. Involvement in Nicaragua

The National Education Association urges the U.S. government to refrain from any U.S. plan for overt or covert action that would destabilize Nicaragua or would adversely affect that government's successful campaign against illiteracy. (82)

I-5. Strong Professional Associations

The National Education Association believes that its status as an independent and professional organization is vital to its members and affiliates. This independence must be safeguarded in any alignments with other organizations. (74)

I-6. Membership Participation in Associations

The National Education Association believes that every educator has the right and obligation to participate fully in the professional association. It also believes that school policies should provide released time without loss of pay to educators fulfilling leadership responsibilities in professional organizations or attending professional meetings. (69, 82)

I-7. Minority Participation in Associations

The National Education Association believes that at every phase of governance and on all decisionmaking levels of the Association there should be minority participation at least proportionate to the identified ethnic-minority population of that geographic level.

Ethnic minorities should be included as candidates for positions at all levels. The Association should promote minority participation in program development and should employ minorities and women in staff positions.

The Association urges its affiliates to maintain the commitment to organizational policies and programs that promote the training and involvement of minorities at all levels of the organization.

The Association believes that there is a need for systematic evaluation of minority participation at all levels every two years and that these findings should be reported to the NEA Representative Assembly. (72, 83)

I-8. Appointments by the President of the United States

The National Education Association believes that the needs of all Americans for education of the highest quality demand that criteria for presidential appointments in the field of education be based on significant accomplishments in the educational community.

The Association requests that presidential appointments of federal education officials be made only after screening and approval by a panel of professional educators established by the NEA Board of Directors. (70, 80)

I-9. Retired Member Participation

The National Education Association believes that the Association should ensure that retired members be afforded the opportunity to gain input into association programs and activities at the national, state, and local levels. (76, 83)

I-10. Supporting Locals in Jeopardy

The National Education Association believes that direct and immediate assistance should be afforded to those affiliates of the Association that exist within highly concentrated territories of the American Federation of Teachers, independent locals, the National Association of Professional Educators, or other competing organizations. The Association urges its affiliates to initiate and support programs that will strengthen and enhance the local organizational structure and promote membership growth within the Association. Continuous communications and interinvolvement of the local, state, and national bodies are keys to the success of the local affiliates in building solid professional organizations.

The Association believes that direct and immediate assistance should be given to those local associations that have been—

a. Targeted for take-over efforts.

b. Taken over by competing organizations.

c. The object of "association busting."

The Association further urges that procedures be implemented to ensure members of its locals that are not the bargaining agent an effective means of processing and resolving grievances. (76, 83)

I-11. High School Organizations for Future Teachers

The National Education Association supports the concept of an organization of high school students interested in the field of education as a profession and urges its state affiliates to promote this concept. The Association encourages its members to serve as advisors for these organizations. (80, 82)

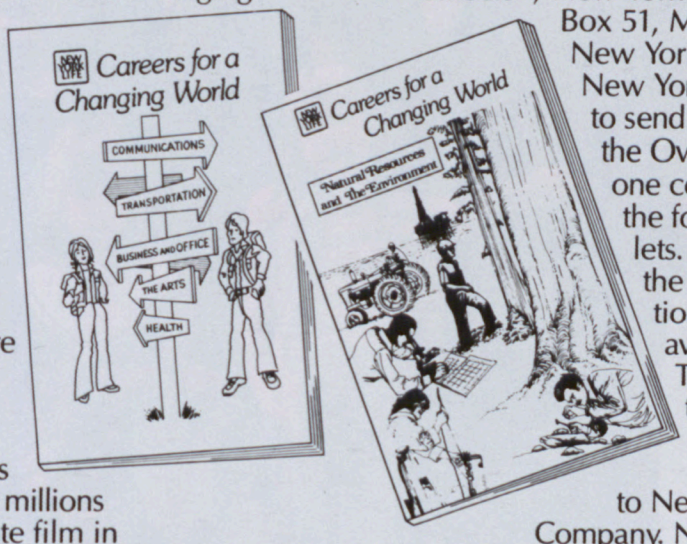
"Where am I headed?"

We've already helped thousands answer the question.

Choosing the right career could be the toughest decision young people ever have to make. In fact, it's enough to make a young person more than a little nervous.

To help the nation's young people handle this decision, New York Life, working with educational experts, has prepared a public service program, "Careers for a Changing World." With the help of teachers and guidance counselors, this program has proven to be of great value in helping young people discover career opportunities open to them.

Since the program's inception in 1976, there has been enormous response to it throughout the United States. Over 2,000,000 booklets have been sent out; and millions have seen our 28-minute film in schools, civic meetings, or on local TV.



The "Careers for a Changing World" program includes:

1. An Overview Booklet. This takes a broad look at the problem of choosing a career, the expanding opportunities, and educational options open to students, plus a helpful list of current career information sources.
2. Fourteen Career Booklets. Each booklet includes occupational categories listed by the U.S. Office of Education. Available currently are: "Business and Office"; "The Arts"; "Health Care"; "Hospitality and Recreation"; "Transportation"; "Natural Resources and the Environment"; "Manufacturing"; "Construction"; "Communications and Media"; "Agribusiness "; "Marketing and Distribution"; "Public Service" and "Consumer Services and Homemaking." "Making the Most of Your Job Interview" contains helpful information on how to put your best foot forward when applying for work.
3. A 28-Minute Motion Picture entitled, "What Will I Do With My Time?" This 16mm color film features working people discussing their career choices and high school students discussing their own career hopes and doubts. The film is available to teachers on a free-loan basis. You should order at least three months before you plan to use the film. Orders should be addressed to: "Careers", New York Life Insurance Company, Box 51, Madison Square Station, New York, N.Y. 10159.

New York Life will be happy to send you—free—a copy of the Overview booklet and one copy of any or all of the fourteen career booklets. Just fill out and mail the coupon below. Additional booklets are available at 10¢ each. To purchase additional copies, send check or money order payable to New York Life Insurance Company. No cash please.

"Careers"
New York Life Insurance Company
Box 51—Madison Square Station
New York, N.Y. 10159

TE-9

NEW YORK LIFE

☐ Send me a free copy of the Overview booklet, and one free copy each of the fourteen career booklets.
☐ I would also like to order additional copies of the following booklets at 10¢ each. My check or money order is enclosed.

NO. COPIES	BOOKLET	COST
_____	Overview	_____
_____	Business and Office	_____
_____	The Arts	_____
_____	Health Care	_____
_____	Hospitality/Recreation	_____
_____	Transportation	_____
_____	Natural Resources and the Environment	_____
_____	Manufacturing	_____
_____	Construction	_____
_____	Communications and Media	_____
_____	Agribusiness	_____
_____	Marketing and Distribution	_____
_____	Public Service	_____
_____	Consumer Services and Homemaking	_____
_____	Making the Most of Your Job Interview	_____

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

CIRCLE QUICK-ACTION CARD NO. 17

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It hasn't taken long for Apple® to become the most popular personal computer from grade school to grad school.

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That's why we created the Apple IIe.

It succeeds the Apple II. So virtually all the software, accessories and peripherals that go with the Apple II, also go with the Apple IIe.

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Apple IIe to keep up class of people.

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Plus upper and lower case characters. A low-cost, 80-column board option that lets you see more of what you're doing at once. And a locking top that keeps out curious little fingers.

There are already more than 20 educational publishers such as Encyclopaedia Britannica, McGraw-Hill, and SRA, writing programs specifically for the Apple IIe. To take advantage of its increased power and enhanced features. And, of course, the Apple IIe can run almost everything that's been written for the Apple II, giving you access to the largest selection of educational software in the world.

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apple®

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Call **(800) 538-9696** for the location of the authorized Apple dealer nearest you, or for information regarding our National Account Program. In Canada, call **(800) 268-7796** or **(800) 268-7637.** Or write Apple Computer Inc., Advertising and Promotion Dept., 20525 Mariani Ave., Cupertino, CA 95014. © 1983 Apple Computer Inc.

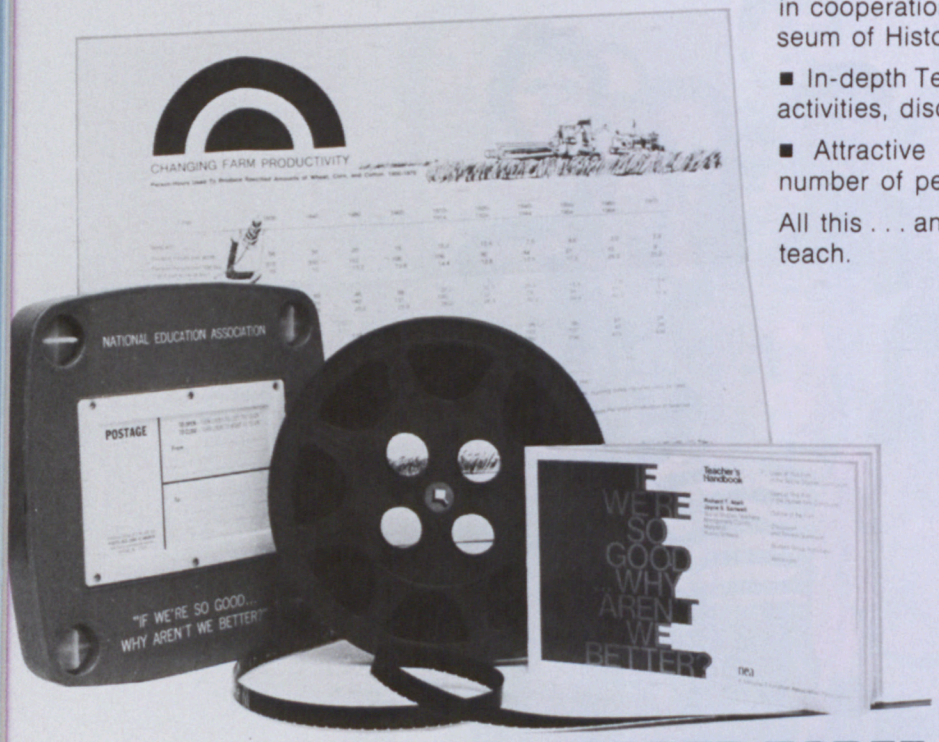
CIRCLE QUICK-ACTION CARD NO. 28

"If We're So Good... Why Aren't We Better?" contains:

- 15 minute color-sound film produced by the NEA in cooperation with the Smithsonian Institution's Museum of History and Technology.
- In-depth Teacher's Handbook with suggested class activities, discussions, and review questions.
- Attractive wall poster detailing the decreasing number of people hours required to produce crops.

All this . . . another way the NEA is helping teachers teach.

nea PROFESSIONAL LIBRARY



ORDER FORM

NEA PROFESSIONAL LIBRARY
P.O. Box 509
West Haven, CT 06516

Quantity **SALE**

_____ 7535-8-00-F **YES!** "If We're So Good . . . Why Aren't We Better?" is the teaching resource we're looking for. Bill us at the price of $155.00 and ship the film immediately.

_____ 7536-6-00-F I prefer to purchase this motion picture *videocassette*. $157.50

RENTAL

_____ 7535-8-10-F I wish to rent the film program for $15.00, for three days.

_____ 7536-6-10-F I prefer to rent this motion picture *videocassette*. $35.00
Video cassette format:
☐ Beta ☐ VHS ☐ ¾" U-Matic

If renting in either film or *videocassette* format, list preferred days, give three choices at least two weeks apart:

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_____

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School _____
(if to be shipped to school address)

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If you wish to purchase the film after the rental period, just let us know and your full rental fee will be applied towards the purchase price.
NEA films are available for purchase under most Federal funds.

Resources for Classroom Excellence

AIM HIGH
The potential is boundless.
Potential. In many people it goes unrecognized, undeveloped and unused. That's tragic. Because when a person's potential is never developed, a terrible thing happens: nothing.
In the Air Force, we look for potential. And we challenge our people to explore and discover that potential for themselves—first with training, then with experience, education and degree opportunities through the Community College of the Air Force.
We're happy to say it works. For them. For us. And for our country. Because as our people grow, we grow.
Developing potential is part of what aiming high is all about. If we all live up to our potential as individuals, there will be no limits to the potential of our nation.
AIR FORCE
A great way of life.

How To Use These Resource Listings

Whether you're looking for posters of elephant seals or a teaching unit on salt in the human diet, the chances are good that somewhere in the United States there's an association or corporation or government agency that's producing just what you need.

This **Resources** list identifies some of those organizations.

They're divided four ways, into

Education Organizations
Other Nonprofit Associations and Organizations
Business
Federal Government

The **Education Organizations** are further divided by discipline, into

Adult/Higher Education
Fine Arts
Gifted and Talented
Languages
Math/Science
Primary/Elementary
Social Studies
Vocational/Career

The **Other Nonprofit Associations and Organizations** are subdivided into

Citizen Activism
Conservation
Health
International
Trade
Professional
Youth

All the associations and the business corporations listed in **Resources** have responded to queries from *Today's Education* and indicated what materials they offer that teachers or students might wish to use. We have categorized those materials by the following code:

1. Instructional materials—booklets, audiovisuals, maps designed for (or adaptable by) elementary/secondary teachers or students.

2. Vocational materials—booklets, audiovisuals that describe occupations and their educational requirements.

3. Training and technical assistance—print materials (including periodicals) audiovisuals, workshops, annual meetings for teachers or other youth workers.

4. Internships, fellowships, grants, homestays abroad—for both students and teachers.

5. Memberships—The organization offers memberships to individuals. (For many of the professional organizations, membership is limited to practitioners of the profession.)

Remember that the codes summarize disparate information. If you aren't sure how an organization, firm, or agency might help you, write the designated office a note, spelling out your own situation—subject, grade level, teaching objective. Or just ask for a *publications list, membership information,* or a *program announcement*—whatever seems appropriate.

EDUCATION ORGANIZATIONS

General

■ **Council for Basic Education**
Membership Development
725 15th St., N.W.
Washington, DC 20005
3, 4, 5

■ **Foreign Student Affairs, National Association for**
K-12 Program
1860 19th St., N.W.
Washington, DC 20009
3, 5

■ **Health, Physical Education, Recreation and Dance, American Alliance for**
Public Information
1900 Association Dr.
Reston, VA 22091
1, 3, 5

■ **International Council for Computers in Education**
135 Education
University of Oregon
Eugene, OR 97403
1, 5

■ **Religion and Public Education, National Council on**
Executive Director
1300 Oread
Lawrence, KS 66045
3, 5

■ **Secondary School Principals, National Association of**
Public Information
1904 Association Dr.
Reston, VA 22091
1, 3, 5

■ **State High School Associations, National Federation of**
11724 Plaza Circle
P.O. Box 20626
Kansas City, MO 64195
1, 2, 3, 5

Adult/Higher Education

■ **Adult and Continuing Education, American Association for**
Membership Services
1201 16th St., N.W., No. 230
Washington, DC 20036
2, 3, 5

■ **College Board**
Public Affairs
888 7th Ave.
New York, NY 10106
2, 3

■ **Colleges, Association of**

KEY: **1. Instructional** **2. Vocational** **3. Training** **4. Internships** **5. Memberships**

Resources

American
Public Information
1818 R St., N.W.
Washington, DC 20009
2, 3, 4

■ **Collegiate Schools of Business, American Assembly of**
605 Old Ballas Rd., No. 220
St. Louis, MO 63141
2

Fine Arts

■ **Art and Design, National Association of Schools of**
Publications
11250 Roger Bacon Dr., No. 5
Reston, VA 22090
2

■ **Music Educators National Conference**
Communications
1902 Association Dr.
Reston, VA 22091
1, 2, 5

■ **Singing, National Association of Teachers of, Inc.**
Attn: Executive Secretary
35 W. 4th St., No. 778
New York, NY 10003
3, 5

Gifted and Talented

■ **Gifted Children, American Association for**
15 Gramercy Park
New York, NY 10003
1, 4, 5

■ **Gifted Children, National Association for**
5100 N. Edgewood Dr.
St. Paul, MN 55112
3, 5

Languages

■ **Children's Book Council, Inc.**
67 Irving Pl.
New York, NY 10003
1

■ **Classical League, American**
Miami University
Oxford, OH 45056
1, 5

■ **English, National Council of Teachers of**
Information
1111 Kenyon Rd.
Urbana, IL 61801
1, 3, 5

■ **German, American Association of Teachers of**
523 Bldg., No. 201
Rt. 38
Cherry Hill, NJ 08034
1, 3, 4, 5

■ **Literacy Volunteers of America**
404 Oak St.
Syracuse, NY 13201
1, 3

■ **Spanish and Portuguese, American Association of Teachers of**
University of Mississippi
University, MS 38677
2, 3, 5

■ **Speech Communication Association**
5105 Backlick Rd., E.
Annandale, VA 22003
1, 2, 3, 4, 5

■ **Teachers of English to Speakers of Other Languages (TESOL)**
202 D.C. Transit Bldg.
Georgetown University
Washington, DC 20057
1, 2, 3, 5

Math/Science

■ **Mathematics, National Council of Teachers of**
1906 Association Dr.
Reston, VA 22091
1, 2, 3, 4, 5

■ **Science Teachers Association, National**
Member Services *or*
Publications
1742 Connecticut Ave., N.W.
Washington, DC 20009
1, 2, 3, 5

Primary/Elementary Education

■ **Childhood Education International, Association for**
3615 Wisconsin Ave., N.W.
Washington, DC 20016
1, 3, 5

■ **Young Children, National Association for the Education of**
1834 Connecticut Ave., N.W.
Washington, DC 20009
2, 3, 5

Social Studies

■ **Academy for Economic Education**
1000 Virginia Center Pkwy.
Richmond, VA 23295
1, 3

■ **Afro-American Life and History, Inc., Association for the Study of**
1401 14th St., N.W.
Washington, DC 20005
1, 5

■ **Anthropological Association, American**
Director of Programs
1703 New Hampshire Ave., N.W.
Washington, DC 20009
2, 5

■ **Asia Society**
Education *or*
Communications
725 Park Ave.
New York, NY 10021
1, 3, 5

■ **Committee for Economic Development**
Information
477 Madison Ave.
New York, NY 10022
1

■ **Council of State Governments**
Public Affairs
P.O. Box 11910
Iron Works Pike
Lexington, KY 40578
1, 4, 5

KEY: **1. Instructional** **2. Vocational** **3. Training** **4. Internships** **5. Memberships**

■ **Freedoms Foundation at Valley Forge**
Programs
Valley Forge, PA 19301
3

■ **Geographic Society, National**
Educational Services
17th & M Sts., N.W.
Washington, DC 20036
1

■ **Historical Association, American**
Executive Director
400 A St., S.E.
Washington, DC 10003
1, 2, 3, 4, 5

■ **Mystic Seaport Museum**
Public Affairs
Route 27
Mystic, CT 06355
1, 3, 4

■ **Organization of American Historians**
112 N. Bryan
Bloomington, IN 47401
1, 4, 5

■ **Psychological Association, American**
Clearinghouse on Precollege Education
1200 17th St., N.W.
Washington, DC 20016
1, 2, 5

■ **Social Studies, National Council for the**
Membership Services
3501 Newark St., N.W.
Washington, DC 20016
3, 5

■ **State and Local History, American Association for**
Information
708 Berry Rd.
Nashville, TN 37204
1, 2, 3, 4, 5

■ **World Future Society**
4916 St. Elmo Ave.
Bethesda, MD 20814
3, 5

Vocational/Career

■ **Career Education, National Center for**
1018 Burlington, No. 2202
Missoula, MT 59801
1, 2, 3

■ **Home Economics Association, American**
Public Affairs Editor
2010 Massachusetts Ave., N.W.
Washington, DC 20036
1, 2, 3, 4, 5

■ **Industry-Education Cooperation, National Association for**
Public Information
235 Hendricks Blvd.
Buffalo, NY 14226
1, 2, 3, 5

■ **Vocational Association, American**
2020 N. 14th St.
Arlington, VA 22201
1, 2, 3, 5

OTHER NONPROFIT ASSOCIATIONS AND ORGANIZATIONS

Citizen Activism

■ **Animals, American Society for the Prevention of Cruelty to**
Public Affairs
441 E. 92nd St.
New York, NY 10028
1, 2, 3, 4, 5

■ **Church and State, Americans United for Separation of**
Education
8120 Fenton St.
Silver Spring, MD 20910
1, 3, 5

■ **Christians and Jews, Inc., National Conference of**
43 W. 57th St.
New York, NY 10019
1

■ **Civil Liberties Union, American**
Literature
132 W. 43rd St.
New York, NY 10036
1, 5

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National Nutritional Foods Association
P.O. Box 2089, Carlsbad, California 92008-0350

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by Lynn Ocone

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Includes a wealth of background information: money, motivation, indoor & outdoor techniques, summer survival. PLUS 75 great hands-on activities.

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Gardens for All, 180 Flynn Ave., Burlington, VT 05401

CIRCLE QUICK-ACTION CARD NO. 7

IN THESE TIMES, IT
THE BEST-SELLING* CO
TO DO MORE FOR SC

'S ONLY RIGHT FOR MPUTER COMPANY HOOLS.

It's ironic.

At a time when there's never been a greater need for computer education, there are fewer funds available to buy computers.

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Computer use in the classroom is new to many of you. Naturally, you have questions. That's why we've established more than 250 Education Resource Centers around the nation.

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They are also responsible for supporting teacher seminars throughout the country.

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We've just released numerous educational software programs into the public domain. These programs, written by educators, include courses in business, computer science, English, French, geography, history, mathematics. The list goes on and on and is catalogued by subject and grade level. See your Commodore education dealer for more information.

We're also working with major educational publishers to develop new software. A significant portion of the well-regarded MECC courseware will be completely adapted for the Commodore 64,™ and will be released in late 1983.

And we've developed a complete set of software tools to make our educational computers even more useful. Take LOGO and PILOT, for example. These popular languages have been completely adapted for the Commodore 64.

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*Based on an independent study, July 1982.
Commodore Education Marketing Division, 1200 Wilson Drive, West Chester, PA 19380

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CIRCLE QUICK-ACTION CARD NO. 31

Resources

■ **Common Cause**
Public Information
2030 M St., N.W.
Washington, DC 20036
3, 4, 5

■ **Congress of Racial Equality (CORE)**
Public Information
1916 Park Ave.
New York, NY 10037
2, 4, 5

■ **Consumers League, National**
Public Information
1522 K St., N.W., Suite 406
Washington, DC 20005
1, 5

■ **Japanese American Citizens League, National**
National Youth Director
1765 Sutter St.
San Francisco, CA 94115
1, 2, 3, 4, 5

■ **Urban League, National**
Communications
500 E. 62nd St.
New York, NY 10021
3

Conservation

■ **Bread for the World**
6411 Chillum Pl., N.W.
Washington, DC 20012
1, 4, 5

■ **Conservation Foundation**
1717 Massachusetts Ave., N.W.
Washington, DC 20036
1

■ **Friends of the Earth**
Not Man Apart
1045 Sansome St.
San Francisco, CA 94111
3, 5

■ **Sierra Club**
Information Services
530 Bush St.
San Francisco, CA 94108
1, 3, 5

■ **Wildlife Federation, National**
Educational Services
1412 16th St., N.W.
Washington, DC 20036
1, 3, 5

Health

■ **A.A. [Alcoholics Anonymous] World Services, Inc.**
Public Information
P.O. Box 459
Grand Central Station
New York, NY 10163
1, 5

■ **Alexander Graham Bell Association for the Deaf**
Library/Information Services
3417 Volta Pl., N.W.
Washington, DC 20007
3, 5

■ **Blindness, National Society To Prevent**
Public Relations
79 Madison Ave.
New York, NY 10016
1, 5

■ **Cancer Society, American**
Public Education
777 3rd Ave.
New York, NY 10017
1

■ **Center for the Study of Anorexia and Bulimia**
1 W. 91st St.
New York, NY 10024
1, 3, 4

■ **Epilepsy Foundation of America**
4351 Garden City Dr.
Landover, MD 20785
1, 5

■ **Heart Association, American**
National Center
7320 Greenville Ave.
Dallas, TX 75231
1, 3

■ **Multiple Sclerosis Society, National**
205 E. 42nd St.
New York, NY 10017
1, 5

■ **Planned Parenthood Federation of America, Inc.**
Education
810 7th Ave.
New York, NY 10019
1, 3

■ **Red Cross, American**
Youth Services
17th & D Sts., N.W.
Washington, DC 20006
1, 3, 4

■ **Sex Information and Education Council of the United States (SIECUS)**
80 5th Ave., No. 801
New York, NY 10011
3, 5

International

■ **Council on International Educational Exchange**
Information Services
205 E. 42nd St.
New York, NY 10017
4

■ **Experiment in International Living**
Public Affairs
Kipling Rd.
Brattleboro, VT 05301
3, 4

■ **Field Service, American**
Public Information
313 E. 43rd St.
New York, NY 10017
4

■ **Foreign Policy Association**
Public Affairs
205 Lexington Ave.
New York, NY 10016
1

■ **Foreign Study, American Institute for**
High School Division
102 Greenwich Ave.
Greenwich, CT 06830
4, 5

■ **Institute for International Education**
Communications
809 United Nations Plaza

KEY: **1. Instructional** **2. Vocational** **3. Training** **4. Internships** **5. Memberships**

New York, NY 10017
2, 4

■ **Olympic Committee, United States**
Public Information
1750 E. Boulder St.
Boulder, CO 80909
1

■ **Organization of American States**
Public Information
Washington, DC 20006
1

■ **UNICEF, U.S. Committee for**
Information Center on Children's Cultures
331 E. 38th St.
New York, NY 10016
1, 3

■ **Youth Hostels, Inc., American**
Marketing
1332 Eye St., N.W., No. 800
Washington, DC 20005
2, 4, 5

Trade

■ **Chamber of Commerce of the United States**
Special Projects
1615 H St., N.W.
Washington, DC 20062
1, 2, 3, 4, 5

■ **Dairy Council, National**
6300 N. River Rd.
Rosemont, IL 60018
1

■ **Edison Electric Institute**
Educational Services
1111 19th St., N.W.
Washington, DC 20036
1, 2

■ **Health Insurance Association of America**
Education Services
1850 K St., N.W.
Washington, DC 20006
1, 2

■ **Iron and Steel Institute, American**
Education Cooperation
1000 16th St., N.W.
Washington, DC 20036
1

Pat Bell's class just taught her a lesson about insurance.

She thought teaching her high school students to be smart insurance consumers would be like pulling teeth.

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Allstate Plaza, F-3, Northbrook, Illinois 60062

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School or Organization _____

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Resources

■ **Life Insurance, American Council of**
Education Services
1850 K St., N.W.
Washington, DC 20006
1, 2

■ **Petroleum Institute, American**
Educational Services
2101 L St., N.W.
Washington, DC 20037
1

■ **Trucking Associations, Inc., American**
Public Relations
1616 P St., N.W.
Washington, DC 20036
1, 2

Professional

■ **Architects, American Institute of**
Education Programs *or* Public Education
1735 New York Ave., N.W.
Washington, DC 20006
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■ **Certified Public Accountants, American Institute of**
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■ **Chemical Society, American**
Education
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Washington, DC 20036
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■ **Dental Association, American**
Bureau of Health Education and Audiovisual Services
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Chicago, IL 60611
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■ **Dietetic Association, American**
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Chicago, IL 60611
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■ **Federation of American Scientists**
Nuclear War Education Project
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Washington, DC 20002
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■ **Institute of Industrial Engineers**
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Norcross, GA 30092
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Chicago, IL 60611
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■ **Marine Technology Society**
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■ **Mining Engineers, Society of (of the American Institute of Mining, Metallurgical and Petroleum Engineers)**
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Littleton, CO 80127
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■ **Nursing, National League for**
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■ **Planning Association, American**
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■ **Psychiatric Association, American**
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■ **Speech-Language-Hearing Association, American**
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Rockville, MD 20852
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■ **Statistical Association, American**
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Washington, DC 20005
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■ **Theatre Association, American**
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Reston, VA 22091
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- **Girls Clubs of America**
  National Resource Center
  441 Michigan St.
  Indianapolis, IN 46202
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- **Little League Baseball, Inc.**
  Public Relations
  P.O. Box 3485
  Williamsport, PA 17701
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- **Alcoa**
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  Pittsburgh, PA 15219
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- **American Broadcasting Co.**
  ABC Community Relations
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  18th Floor
  New York, NY 10019
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- **Caterpillar Tractor Co.**
  Advertising, AB2C
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  Peoria, IL 61629

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  P.O. Drawer 1734
  Atlanta, GA 30301
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  New York, NY 10171
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  Life Cycle
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  Minneapolis, MN 55402
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  Sears Tower
  Chicago, IL 60684
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Executive Branch

- **The White House**
  1600 Pennsylvania Ave., N.W.
  Washington, DC 20500

Departments

- **Agriculture, Dept. of**
  Information Office, Office of
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  Washington, DC 20230

- **Defense, Dept. of**
  Staff Assistant for Public Correspondence, Office of the Assistant Secretary of Defense, Public Affairs
  The Pentagon
  Washington, DC 20301

- **Education, Dept. of**
  Information Branch, Office of Public Affairs
  400 Maryland Ave., S.W.
  Room 2097
  Washington, DC 20202

- **Energy, Dept. of**
  Public Inquiries
  1000 Independence Ave., S.W.
  Washington, DC 20585

- **Health and Human Resources, Dept. of**
  Information
  200 Independence Ave., S.W.
  Room 1187
  Washington, DC 20201

- **Housing and Urban Development, Dept. of**
  Program Information Center
  Room 1104
  451 7th St., S.W.
  Washington, DC 20410

- **Interior, Dept. of the**
  Office of Public Affairs
  Room 7211
  Washington, DC 20240

- **Justice, Dept. of**
  Consumer Affairs, Antitrust Division
  10th St. & Constitution Ave., N.W.
  Washington, DC 20530

- **Labor, Dept. of**
  Office of Information, Publications and Reports
  200 Constitution Ave., N.W.
  Washington, DC 20210

- **State, Dept. of**
  Public Affairs Bureau
  2201 C St., N.W.
  Room 6800
  Washington, DC 20520

- **Transportation, Dept. of**
  Public Information, Office of Public Affairs
  400 7th St., S.W.
  Room 10413
  Washington, DC 20590

- **Treasury, Dept. of the**
  Assistant Secretary for Public Affairs
  15th St. & Pennsylvania Ave., N.W.
  Washington, DC 20220

Agencies and Other Organizations

- **ACTION**
  Public Information
  Room 303 PAR
  806 Connecticut Ave., N.W.
  Washington, DC 20525

- **Appalachian Regional Commission**
  News and Public Affairs
  Room 328
  1666 Connecticut Ave., N.W.
  Washington, DC 20235

- **Arms Control and Disarmament Agency**
  320 21st St., N.W.
  Washington, DC 20451

- **Civil Aeronautics Board,**
  Information
  Room 706
  1825 Connecticut Ave., N.W.
  Washington, DC 20428

- **Commission on Civil Rights**
  Room 606
  1121 Vermont Ave., N.W.
  Washington, DC 20425

- **Commodity Futures Trading Commission**
  Office of Public Information
  Room 813
  2033 K St., N.W.
  Washington, DC 20581

- **Consumer Product Safety Commission**
  Directorate of Communications
  Washington, DC 20207

- **Environmental Protection Agency**
  Office of Public Awareness
  Room W311
  401 M St., S.W.
  Washington, DC 20460

- **Equal Employment Opportunity Commission**
  Office of Public Affairs
  Room 4202
  2401 E St., N.W.
  Washington, DC 20506

- **Export-Import Bank of the United States**
  Office of Public Affairs
  Room 1167
  811 Vermont Ave., N.W.
  Washington, DC 20571

- **Farm Credit Administration**
  Public Affairs Division
  Room 121
  490 L'Enfant Plaza East, S.W.
  Washington, DC 20578

- **Federal Communications Commission**
  Consumer Assistance and Information Division
  Room 258
  1919 M St., N.W.
  Washington, DC 20554

- **Federal Deposit Insurance Corporation**
  550 17th St., N.W.
  Washington, DC 20429

- **Federal Election Commission**
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- **Federal Emergency Management Agency**
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Continued from page 172

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Washington, DC 20424

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Office of the Chairman
1100 L St., N.W.
Washington, DC 20573

■ **Federal Mediation and Conciliation Service**
Office of Information
Room 715
2100 K St., N.W.
Washington, DC 20427

■ **Federal Reserve System**
Office of Public Affairs, Board of Governors
Room 2117-B
20th St. & Constitution Ave., N.W.
Washington, DC 20551

■ **Federal Trade Commission**
Office of Public Information
6th St. & Pennsylvania Ave., N.W.
Washington, DC 20580

■ **General Services Administration**
Division of Public Affairs
Washington, DC 20405

■ **International Communication Agency**
Office of Congressional and Public Liaison
1750 Pennsylvania Ave., N.W.
Washington, DC 20547

■ **International Development Cooperation Agency**
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Washington, DC 20523

■ **Interstate Commerce Commission**
Office of Communications and Consumer Affairs
12th St. & Constitution Ave., N.W.
Washington, DC 20423

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Public Affairs
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Washington, DC 20005

■ **Metric Board**
Public Information
1600 Wilson Blvd.
Suite 400
Arlington, VA 22209

■ **National Aeronautics and Space Administration**
Headquarters Information Center, Lobby
600 Independence Ave., S.W.
Washington, DC 20546

■ **National Credit Union Administration**
Public Information
Room 6100
1776 G St., N.W.
Washington, DC 20456

■ **National Foundation on the Arts and the Humanities**
Information Office, National Endowment for the Arts
Washington, DC 20506

■ **National Labor Relations Board**
Division of Information
1717 Pennsylvania Ave., N.W.
Washington, DC 20570

■ **National Science Foundation**
Public Information Branch
1800 G St., N.W.
Washington, DC 20550

■ **National Transportation Safety Board**
Office of Public Affairs
800 Independence Ave., S.W.
Washington, DC 20594

■ **Nuclear Regulatory Commission**
Office of Public Affairs
1717 H St., N.W.
Washington, DC 20555

■ **Occupational Safety and Health Review Commission**
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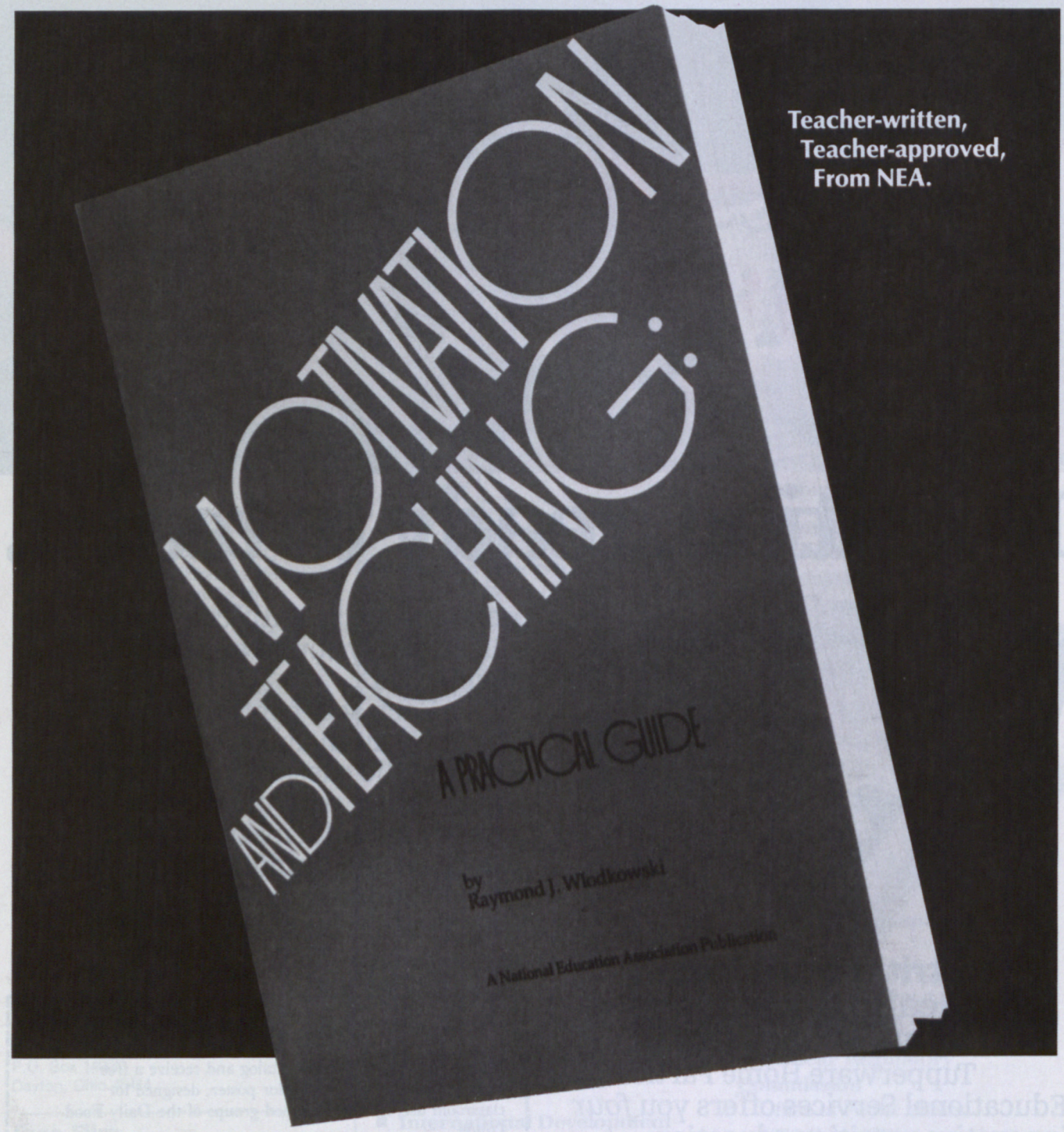

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Continued from page 174

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- **Postal Service**
  Public and Communications Department
  Washington, DC 20260
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  Office of Public Affairs
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  Washington, DC 20549
- **Selective Service System**
  Public Affairs
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  Washington, DC 20435
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- **Smithsonian Institution**
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  Public Information Office
  400 Commerce Ave.
  Knoxville, TN 37902
- **Veterans Administration**
  Office of Management Services
  810 Vermont Ave., N.W.
  Washington, DC 20420

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  The Capitol
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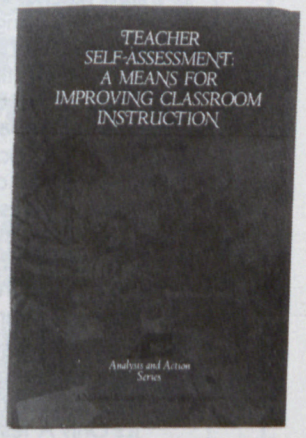

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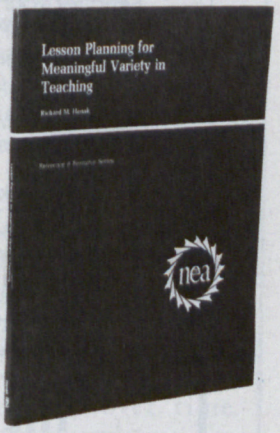

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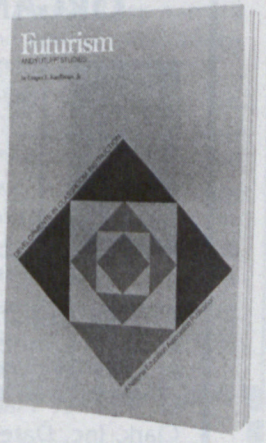

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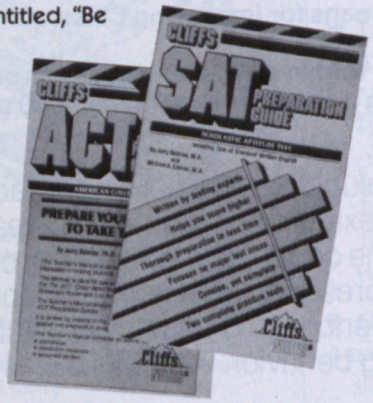

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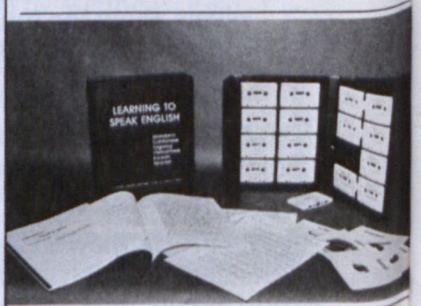

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- ☐ 05 B Counselor
- ☐ 10 C Librarian
- ☐ 15 D Nurse
- ☐ 21 E Ass't. Principal
- ☐ 21 F Principal
- ☐ 30 G Supervisor
- ☐ 36 I Superintendent
- ☐ 50 J Administrator (Higher Ed.)
- ☐ 90K Association Staff
- ☐ 99L Other

LEVEL
Please Check (✓) One

- ☐ 1 M Kindergarten
- ☐ 2N Grades 1-6
- ☐ 3 O Grades 7-12
- ☐ 4 P Junior College
- ☐ 5 Q College/ University
- ☐ 6 R Adult Education
- ☐ 99 S Other

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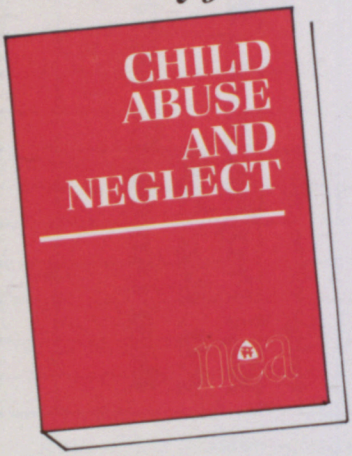

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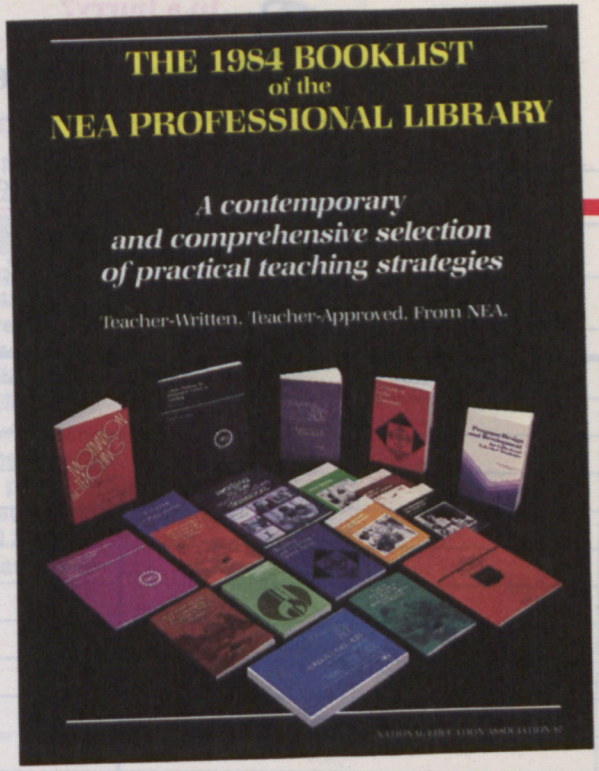

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